Main Criteria: Modern World History-Based Writing Lessons

Secondary Criteria: Oregon Academic Content Standards

Subject: Language Arts

Grades: 6, 7, 8

Modern World History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite 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	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**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	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.

EXPECTATION / BENCHMARK	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**

EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.

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

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RI.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
EXPECTATION / BENCHMARK	8.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	8.RI.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

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

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.

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.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

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

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

CONTENT STANDARD / PROFICIENCY		**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	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson 02: Unit 2 Writing from Notes, p. 17-26

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite 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	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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

EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

CONTENT STANDARD / PROFICIENCY		**Language**

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

EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**		
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RI.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
EXPECTATION / BENCHMARK	8.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	8.RI.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

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

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.

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

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

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 03: Unit 2 Writing from Notes, p. 27-32

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite 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	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

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

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.

EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

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

EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

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

EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RI.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
EXPECTATION / BENCHMARK	8.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	8.RI.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**

EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 04: Unit 2 Writing from Notes, p. 33-40

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite 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	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	8.RI.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
EXPECTATION / BENCHMARK	8.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	8.RI.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.

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

EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.

EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

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

EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

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

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY	**Speaking and Listening**
BENCHMARK / STRAND	**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RL.3.	Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**

EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION	7.W.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

EXPECTATION	8.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION	8.W.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**

EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

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

EXPECTATION / BENCHMARK	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RL.3.	Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4c.	Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
EXPECTATION	6.L.5b.	Use the relationship between particular words to better understand each of the words.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**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	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION	7.W.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4c.	Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
EXPECTATION	7.L.5b.	Use the relationship between particular words to better understand each of the words.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION	8.W.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4c.	Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
EXPECTATION	8.L.5b.	Use the relationship between particular words to better understand each of the words.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**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	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RL.3.	Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

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

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

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION	7.W.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

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

EXPECTATION / BENCHMARK	8.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

EXPECTATION	8.W.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RL.3.	Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

EXPECTATION	6.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION	7.W.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	8.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

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

EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION	8.W.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite 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	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.

EXPECTATION / BENCHMARK	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

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

EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

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

EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RI.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
EXPECTATION / BENCHMARK	8.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	8.RI.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**

EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 10: Unit 4 Summarizing a Reference, p. 89-98

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

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

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

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite 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	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**

EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**

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

EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	8.RI.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
EXPECTATION / BENCHMARK	8.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	8.RI.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.

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

EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.

EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 11: Unit 4 Summarizing a Reference, p. 99-106

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite 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	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.

EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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

EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

CONTENT STANDARD / PROFICIENCY		**Language**

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

EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**		
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RI.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
EXPECTATION / BENCHMARK	8.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	8.RI.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

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

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.

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

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

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.

EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 12: Unit 4 Summarizing a Reference, p. 107-118

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite 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	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.

EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

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

EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

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

EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RI.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
EXPECTATION / BENCHMARK	8.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	8.RI.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**

EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 13: Unit 5 Writing from Pictures, p. 119-128

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION	7.W.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

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

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	8.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	8.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION	8.W.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.

EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 14: Unit 5 Writing from Pictures, p. 129-138

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3e.	Provide a conclusion that follows from the narrated experiences or events.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

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

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

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

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

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

EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

EXPECTATION	8.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION	8.W.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 15: Unit 5 Writing from Pictures, p. 139-146

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**		
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W.3e.	Provide a conclusion that follows from the narrated experiences or events.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

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

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

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION	8.W.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 16: Unit 6 Summarizing Multiple References, p. 147-156

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite 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	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RI.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
EXPECTATION / BENCHMARK	8.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	8.RI.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

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

EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 17: Unit 6 Summarizing Multiple References, p. 157-172

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite 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	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

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

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

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.

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

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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

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

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

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	8.RL.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RI.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
EXPECTATION / BENCHMARK	8.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	8.RI.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

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

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.

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

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

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

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 18: Unit 6 Summarizing Multiple References, p. 173-182

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite 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	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
EXPECTATION / BENCHMARK	6.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	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RI.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
EXPECTATION / BENCHMARK	8.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	8.RI.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

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

EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	8.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	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.

EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 19: Unit 6 Summarizing Multiple References, p. 183-194

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite 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	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

EXPECTATION / BENCHMARK	6.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	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

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

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.

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

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**

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

EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

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

BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.

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

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.

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

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RI.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
EXPECTATION / BENCHMARK	8.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	8.RI.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

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

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.

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

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

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

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

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	8.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 20: Unit 7 Inventive Writing, p. 195-202

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

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

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

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

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.

EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 21: Unit 7 Inventive Writing, p. 203-212

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**

EXPECTATION / BENCHMARK	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 22: Unit 7 Inventive Writing, p. 213-220

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**

EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.

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

BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.

EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 23: Unit 7 Inventive Writing, p. 221-228

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.

EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

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

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

CONTENT STANDARD / PROFICIENCY		**Writing**

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.

EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 24: Unit 7 Inventive Writing, p. 229-238

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**

EXPECTATION / BENCHMARK	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1a.	Explain the function of verbals in general and their function in particular sentences.
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 25: Unit 8 Formal Essay Models, p. 239-248

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**		
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
EXPECTATION / BENCHMARK	6.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	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

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

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

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

EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**		
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

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

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

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	8.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	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1a.	Explain the function of verbals in general and their function in particular sentences.
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.

EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 26: Unit 8 Formal Essay Models, p. 249-260

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.1.	Analyze what the text says explicitly as well as inferentially; cite 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	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RI.1.	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
EXPECTATION / BENCHMARK	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.

EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
EXPECTATION / BENCHMARK	6.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	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.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		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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

EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

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

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	8.RL.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	8.RI.1.	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
EXPECTATION / BENCHMARK	8.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	8.RI.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	8.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 choices on meaning and tone, including analogies or allusions to other texts.

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

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	8.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	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1a.	Explain the function of verbals in general and their function in particular sentences.
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**

EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 27: Unit 8 Formal Essay Models, p. 2601-266

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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	6.RI.7.	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

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

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

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

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

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	6.W.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	6.W.2f.	Provide a concluding statement or section that follows from 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	6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
EXPECTATION / BENCHMARK	6.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	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

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

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

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

EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.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	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.

EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	8.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	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	8.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	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1a.	Explain the function of verbals in general and their function in particular sentences.
EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6-8.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 267-275

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RL.3.	Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
EXPECTATION / BENCHMARK	6.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	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

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

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

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

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

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**

EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1a.	Explain the function of verbals in general and their function in particular sentences.

EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 275-280

Oregon Academic Content Standards

Language Arts

Grade **6** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RL.3.	Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	6.RL.9.	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
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	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
EXPECTATION / BENCHMARK	6.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	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**

EXPECTATION / BENCHMARK	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
EXPECTATION	6.L.3b.	Maintain consistency in style and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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

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

EXPECTATION / BENCHMARK	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - 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.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / BENCHMARK	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	8.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	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1a.	Explain the function of verbals in general and their function in particular sentences.

EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 281-291

Oregon Academic Content Standards

Language Arts

Grade **6** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION / BENCHMARK	6.RL.3.	Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	6.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	6.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	6.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**6.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	6.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	6.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	6.W.7.	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.
EXPECTATION / BENCHMARK	6.W.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
EXPECTATION / BENCHMARK	6.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	6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**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	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	6.L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	6.L.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	6.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	6.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	6.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	6.SL.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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	6.SL.4.	Present claims and/or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **7** - Adopted: **2019/Effective 2021**

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

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**

EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**7.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.

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

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon Academic Content Standards

Language Arts

Grade **8** - Adopted: **2019/Effective 2021**

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

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	8.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
EXPECTATION	8.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
EXPECTATION	8.W.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	8.W.3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	8.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	8.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		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	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	8.L.1a.	Explain the function of verbals in general and their function in particular sentences.

EXPECTATION	8.L.1b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	8.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	8.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
EXPECTATION	8.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	8.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	6-8.WHST.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.