

# OREGON ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS

## Grade 6 Crosswalk

### How to read this document:

This page serves as a key for reading the Oregon English Language Arts and Literacy Standards.

The left column is the Instructional Focus. The second column is the Standard Code. The third column is the 2019 Oregon English Language Arts and Literacy Standard. The final column is the original Common Core State Standard.

If there is a proposed change, the CCSS Standard will be bolded. If there is a revision to delete particular language, it will be struck.

If there is no change to the 2019 Oregon English Language Arts and Literacy Standard, the CCSS standard was simply copied over to the 2019 Oregon English Language Arts and Literacy Standard column. If a revision was made, the text in the 2019 Oregon English Language Arts and Literacy Standard column is bolded and italicized. If there is new language proposed, it will be underlined in that column, as well.

In cases where there is a standard written in the 2019 Oregon English Language Arts and Literacy Standard column, but the Original CCSS column is blank, this indicates that a standard has been added that did not previously exist.

This document serves as a crosswalk document to easily identify what revisions have been made, and how that alters the original standard.

Examples have been removed from the original standard statement, and they will be collated into a hyperlinked supplemental support document.

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
<b>Reading Literature</b>			
Key Ideas and Details	6.RL.1	<i>Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.</i>	<del>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</del>
Key Ideas and Details	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.	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.
Key Ideas and Details	6.RL.3	<i>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.</i>	<del>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</del>
Craft and Structure	6.RL.4	<i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</i>	<del>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</del>
Craft and Structure	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.	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.
Craft and Structure	6.RL.6	<i>Explain how an author develops the point of view or perspective of the narrator or speaker in a text.</i>	Explain how an author develops the point of view of the narrator or speaker in a text.

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Integration of Knowledge and Ideas	6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
Integration of Knowledge and Ideas	6.RL.8	(Not applicable to literature)	(Not applicable to literature)
Integration of Knowledge and Ideas	6.RL.9	<b><i>Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</i></b>	<b>Compare and contrast texts in different forms or genres (e.g., stories and poems; <del>historical novels and fantasy stories</del>) in terms of their approaches to similar themes and topics.</b>
Range of Reading and Level of Text Complexity	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.	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.
<b>Reading Informational Text</b>			
Key Ideas and Details	6.RI.1	<b><u>Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.</u></b>	<del>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</del>
Key Ideas and Details	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.	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.

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Key Ideas and Details	6.RI.3	<b>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</b>	<b>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</b>
Craft and Structure	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Craft and Structure	6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Craft and Structure	6.RI.6	<b>Determine an author's perspective and/or purpose in a text and explain how it is conveyed in the text.</b>	<b>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</b>
Integration of Knowledge and Ideas	6.RI.7	<b>Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</b>	<b>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</b>
Integration of Knowledge and Ideas	6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

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Integration of Knowledge and Ideas	6.RI.9	<i>Compare and contrast one author's presentation of events with that of another.</i>	<b>Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</b>
Range of Reading and Level of Text Complexity	6.RI.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Writing</b>			
Text Types and Purposes	6.W.1	Write arguments to support claims with clear reasons and relevant evidence.	Write arguments to support claims with clear reasons and relevant evidence.
Text Types and Purposes	6.W.1a	Introduce claim(s) and organize the reasons and evidence clearly.	Introduce claim(s) and organize the reasons and evidence clearly.
Text Types and Purposes	6.W.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
Text Types and Purposes	6.W.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

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Text Types and Purposes	6.W.1d	<b><i>Establish and maintain an appropriate style for content, purpose, and audience.</i></b>	Establish and maintain a <del>formal</del> style.
Text Types and Purposes	6.W.1e	Provide a concluding statement or section that follows from the argument presented.	Provide a concluding statement or section that follows from the argument presented.
Text Types and Purposes	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.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Text Types and Purposes	6.W.2a	<b><i>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.</i></b>	<b>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</b>
Text Types and Purposes	6.W.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
Text Types and Purposes	6.W.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	Use appropriate transitions to clarify the relationships among ideas and concepts.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Text Types and Purposes	6.W.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Text Types and Purposes	6.W.2e	<b><u>Establish and maintain an appropriate style for content, purpose, and audience.</u></b>	<b>Establish and maintain a formal style.</b>
Text Types and Purposes	6.W.2f	Provide a concluding statement or section that follows from the information or explanation presented.	Provide a concluding statement or section that follows from the information or explanation presented.
Text Types and Purposes	6.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Text Types and Purposes	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.	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.
Text Types and Purposes	6.W.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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Text Types and Purposes	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.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
Text Types and Purposes	6.W.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
Text Types and Purposes	6.W.3e	Provide a conclusion that follows from the narrated experiences or events.	Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	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.)	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.)
Production and Distribution of Writing	6.W.5	<b><i>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.)</i></b>	<b><i>With some guidance and support from peers and adults, 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.)</i></b>
Production and Distribution of Writing	6.W.6	<b><i>Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.</i></b>	<b><i>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</i></b>



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Research to Build and Present Knowledge	6.W.7	Conduct short research projects to answer a question, drawing on several sources, and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Research to Build and Present Knowledge	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.	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.
Research to Build and Present Knowledge	6.W.9	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<i>Research to Build and Present Knowledge</i>	<i>6.W.9a</i>	<i>Deleted substandard, as it is embedded in main standard.</i>	<del>Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</del>
<i>Research to Build and Present Knowledge</i>	<i>6.W.9b</i>	<i>Deleted substandard, as it is embedded in main standard.</i>	<del>Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</del>
Range of Writing	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.	Write routinely over extended 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.

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Conventions of Standard English	6.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Conventions of Standard English	6.L.1a	<b><i>Ensure that pronouns are in the proper case.</i></b>	<b>Ensure that pronouns are in the proper case (<del>subjective, objective, possessive</del>).</b>
Conventions of Standard English	6.L.1b	<b><i>Use intensive pronouns.</i></b>	<b>Use intensive pronouns (<del>e.g., myself, ourselves</del>).</b>
Conventions of Standard English	6.L.1c	Recognize and correct inappropriate shifts in pronoun number and person.	Recognize and correct inappropriate shifts in pronoun number and person.
Conventions of Standard English	6.L.1d	<b><i>Recognize and correct vague pronouns.</i></b>	<b>Recognize and correct vague pronouns (<del>i.e., ones with unclear or ambiguous antecedents</del>).</b>
Conventions of Standard English	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.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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Conventions of Standard English	6.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Conventions of Standard English	6.L.2a	<b><i>Use punctuation to set off nonrestrictive/parenthetical elements.</i></b>	<b>Use punctuation (<del>commas, parentheses, dashes</del>) to set off nonrestrictive/parenthetical elements.</b>
Conventions of Standard English	6.L.2b	Spell correctly.	Spell correctly.
Knowledge of Language	6.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Knowledge of Language	6.L.3a	Vary sentence patterns for meaning, reader/listener interest, and style.	Vary sentence patterns for meaning, reader/listener interest, and style.
Knowledge of Language	6.L.3b	Maintain consistency in style and tone.	Maintain consistency in style and tone.

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Vocabulary Acquisition and Use	6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.
Vocabulary Acquisition and Use	6.L.4a	<b><i>Use context as a clue to the meaning of a word or phrase.</i></b>	<b>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</b>
Vocabulary Acquisition and Use	6.L.4b	<b><i>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</i></b>	<b>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</b>
Vocabulary Acquisition and Use	6.L.4c	<b><i>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.</i></b>	<b>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</b>
Vocabulary Acquisition and Use	6.L.4d	<b><i>Verify the preliminary determination of the meaning of a word or phrase.</i></b>	<b>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</b>
Vocabulary Acquisition and Use	6.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Vocabulary Acquisition and Use	6.L.5a	<i>Interpret figures of speech in context.</i>	Interpret figures of speech ( <del>e.g., personification</del> ) in context.
Vocabulary Acquisition and Use	6.L.5b	<i>Use the relationship between particular words to better understand each of the words.</i>	Use the relationship between particular words ( <del>e.g., cause/effect, part/whole, item/category</del> ) to better understand each of the words.
Vocabulary Acquisition and Use	6.L.5c	<i>Distinguish among the connotations of words with similar denotations.</i>	Distinguish among the connotations ( <del>associations</del> ) of words with similar denotations ( <del>definitions</del> ) ( <del>e.g., stingy, scrimping, economical, unwasteful, thrifty</del> ).
Vocabulary Acquisition and Use	6.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Speaking and Listening</b>			
Comprehension and Collaboration	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.	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.
Comprehension and Collaboration	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.	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.

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Comprehension and Collaboration	6.SL.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
Comprehension and Collaboration	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.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
Comprehension and Collaboration	6.SL.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Comprehension and Collaboration	6.SL.2	<b><i>Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</i></b>	<b>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</b>
Comprehension and Collaboration	6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas	6.SL.4	<b><i>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.</i></b>	<b>Present claims and 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.</b>

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Presentation of Knowledge and Ideas	6.SL.5	<b><i>Include multimedia components and visual displays in presentations to clarify information.</i></b>	<b>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</b>
Presentation of Knowledge and Ideas	6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of 6th grade level language conventions when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
<b>Reading History / Social Studies</b>			
Key Ideas and Details	6-8.RH.1	<b><u>Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support primary and secondary source analysis.</u></b>	<b><del>Cite specific textual evidence to support analysis of primary and secondary sources.</del></b>
Key Ideas and Details	6-8.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
Key Ideas and Details	6-8.RH.3	<b><i>Identify key steps in a text's description of a process related to history/social studies.</i></b>	<b>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</b>
Craft and Structure	6-8.RH.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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Craft and Structure	6-8.RH.5	<i>Describe how a text presents information.</i>	Describe how a text presents information ( <del>e.g., sequentially, comparatively, causally</del> ).
Craft and Structure	6-8.RH.6	<i>Identify aspects of a text that reveal an author's <u>perspective</u> or purpose.</i>	Identify aspects of a text that reveal an author's <u>point of view</u> or purpose ( <del>e.g., loaded language, inclusion or avoidance of particular facts</del> ).
Integration of Knowledge and Ideas	6-8.RH.7	<i>Integrate visual information with other information in print and digital texts.</i>	Integrate visual information ( <del>e.g., in charts, graphs, photographs, videos, or maps</del> ) with other information in print and digital texts.
Integration of Knowledge and Ideas	6-8.RH.8	Distinguish among fact, opinion, and reasoned judgment in a text.	Distinguish among fact, opinion, and reasoned judgment in a text.
Integration of Knowledge and Ideas	6-8.RH.9	Analyze the relationship between a primary and secondary source on the same topic.	Analyze the relationship between a primary and secondary source on the same topic.
Range of Reading and Level of Text Complexity	6-8.RH.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.



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Text Types and Purposes	6-8.WHST.1	Write arguments focused on <i>discipline-specific content</i> .	Write arguments focused on <i>discipline-specific content</i> .
Text Types and Purposes	6-8.WHST.1a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Text Types and Purposes	6-8.WHST.1b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
Text Types and Purposes	6-8.WHST.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
Text Types and Purposes	6-8.WHST.1d	<b><u>Establish and maintain an appropriate style for content, purpose, and audience.</u></b>	<b>Establish and maintain a formal style.</b>
Text Types and Purposes	6-8.WHST.1e	Provide a concluding statement or section that follows from and supports the argument presented.	Provide a concluding statement or section that follows from and supports the argument presented.

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Text Types and Purposes	6-8.WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Text Types and Purposes	6-8.WHST.2a	<b><i>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting, graphics, and multimedia when useful in aiding comprehension.</i></b>	<b>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</b>
Text Types and Purposes	6-8.WHST.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
Text Types and Purposes	6-8.WHST.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Text Types and Purposes	6-8.WHST.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Text Types and Purposes	6-8.WHST.2e	<b><i>Establish and maintain an appropriate style for content, purpose, and audience.</i></b>	<b>Establish and maintain a formal style and objective tone.</b>

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Text Types and Purposes	6-8.WHST.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
Text Types and Purposes	6-8.WHST.3	(See note; not applicable as a separate requirement) Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.	(See note; not applicable as a separate requirement) Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
Production and Distribution of Writing	6-8.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Production and Distribution of Writing	6-8.WHST.5	<b><i>With 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.</i></b>	<b>With <del>some</del> guidance and support from peers and adults, 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.</b>
Production and Distribution of Writing	6-8.WHST.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Research to Build and Present Knowledge	6-8.WHST.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.	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.

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Research to Build and Present Knowledge	6-8.WHST.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.	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.
Research to Build and Present Knowledge	6-8.WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing	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.	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.
<b>Reading Science and Technology</b>			
Key Ideas and Details	6-8.RST.1	<b><i>Analyze what science and technical texts say explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.</i></b>	<del>Cite specific textual evidence to support analysis of science and technical texts.</del>
Key Ideas and Details	6-8.RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
Key Ideas and Details	6-8.RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

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Craft and Structure	6-8.RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .
Craft and Structure	6-8.RST.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
Craft and Structure	6-8.RST.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
Integration of Knowledge and Ideas	6-8.RST.7	<b><i>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.</i></b>	<b>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</b>
Integration of Knowledge and Ideas	6-8.RST.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
Integration of Knowledge and Ideas	6-8.RST.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Range of Reading and Level of Text Complexity	6-8.RST.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.