OREGON ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS

Grade 7 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.

ROBERTS Tina - ODE
Tina.Roberts@ode.state.or.us

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	sCommon Core Standard
Reading Literature			
Key Ideas and Details	7.RL.1	***Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.***	~~Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.~~
Key Ideas and Details	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.***	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an ~~objective~~ summary of the text.
Key Ideas and Details	7.RL.3	***Analyze how particular elements of a literary text interact.***	Analyze how particular elements of a ~~story or drama~~ interact ~~(e.g., how setting shapes the characters or plot)~~.
Craft and Structure	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.***	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds ~~(e.g., alliteration)~~ on a specific verse or stanza of a poem or section of a story or drama.
Craft and Structure	7.RL.5	***Analyze how a drama's or poem's form or structure contributes to its meaning***	Analyze how a drama's or poem's form or structure ~~(e.g., soliloquy, sonnet)~~ contributes to its meaning.
Craft and Structure	7.RL.6	***Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.***	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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Integration of Knowledge and Ideas	7.RL.7	*Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.*	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium ~~(e.g., lighting, sound, color, or camera focus and angles in a film).~~
Integration of Knowledge and Ideas	7.RL.8	(Not applicable to literature)	(Not applicable to literature)
Integration of Knowledge and Ideas	7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Range of Reading and Level of Text Complexity	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.	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.
Reading Informational Text			
Key Ideas and Details	7.RI.1	***Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.***	~~Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.~~
Key Ideas and Details	7.RI.2	*Determine two or more central ideas in a text and analyze their development over the course of the text; provide an <u>evidence-based</u> summary of the text.*	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an ~~objective~~ summary of the text.

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Key Ideas and Details	7.RI.3	*Analyze the interactions between individuals, events, and ideas in a text.*	**Analyze the interactions between individuals, events, and ideas in a text ~~(e.g., how ideas influence individuals or events, or how individuals influence ideas or events)~~.**
Craft and Structure	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.	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.
Craft and Structure	7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
Craft and Structure	7.RI.6	*Determine an author's <u>perspective, and/or</u> purpose in a text and analyze how the author distinguishes his or her position from that of others.*	**Determine an author's ~~point of view~~ or purpose in a text and analyze how the author distinguishes his or her position from that of others.**
Integration of Knowledge and Ideas	7.RI.7	*Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.*	**Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject ~~(e.g., how the delivery of a speech affects the impact of the words)~~.**
Integration of Knowledge and Ideas	7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

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Integration of Knowledge and Ideas	7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Range of Reading and Level of Text Complexity	7.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.
Writing			
Text Types and Purposes	7.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	7.W.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
Text Types and Purposes	7.W.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Text Types and Purposes	7.W.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

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Text Types and Purposes	7.W.1d	*Establish and maintain <u>an appropriate style for content, purpose, and audience</u>*	**Establish and maintain a ~~formal~~ style.**
Text Types and Purposes	7.W.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.
Text Types and Purposes	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.	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	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 <u>in</u> aiding comprehension.*	**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 ~~(e.g., headings)~~, graphics ~~(e.g., charts, tables)~~, and multimedia when useful ~~to~~ aiding comprehension.**
Text Types and Purposes	7.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	7.W.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts

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Text Types and Purposes	7.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	7.W.2e	***Establish and maintain <u>an appropriate style for content, purpose, and audience.</u>***	**Establish and maintain a ~~formal~~ style.**
Text Types and Purposes	7.W.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	7.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	7.W.3a	***Engage and orient the reader by establishing a context and point of view <u>or perspective</u> 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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**
Text Types and Purposes	7.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	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.	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	7.W.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
Text Types and Purposes	7.W.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing	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.)	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	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.)*	**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, 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.)**
Production and Distribution of Writing	7.W.6	*Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.*	**Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, ~~including linking to and citing sources.~~**

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Research to Build and Present Knowledge	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.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Research to Build and Present Knowledge	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.	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	7.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.
Research to Build and Present Knowledge	**7.W.9a**	**Deleted substandard, as it is embedded in main standard.**	~~Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").~~
Research to Build and Present Knowledge	**7.W.9b**	**Deleted substandard, as it is embedded in main standard.**	~~Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").~~
Range of Writing	7.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended 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.
Language			

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Conventions of Standard English	7.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	7.L.1a	Explain the function of phrases and clauses in general and their function in specific sentences.	Explain the function of phrases and clauses in general and their function in specific sentences.
Conventions of Standard English	7.L.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
Conventions of Standard English	7.L.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
Conventions of Standard English	7.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	7.L.2a	*Use a comma to separate coordinate adjectives.*	**Use a comma to separate coordinate adjectives ~~(e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).~~**

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Conventions of Standard English	7.L.2b	Spell correctly.	Spell correctly.
Knowledge of Language	7.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	7.L.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Vocabulary Acquisition and Use	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.	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.
Vocabulary Acquisition and Use	7.L.4a	*Use context as a clue to the meaning of a word or phrase.*	**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.**
Vocabulary Acquisition and Use	7.L.4b	*Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.*	**Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word ~~(e.g., belligerent, bellicose, rebel)~~.**

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Vocabulary Acquisition and Use	7.L.4c	*Consult <u>dictionaries, glossaries, thesauruses, as well as other</u> 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.*	**Consult general and specialized 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.**
Vocabulary Acquisition and Use	7.L.4d	*Verify the preliminary determination of the meaning of a word or phrase.*	**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)~~.**
Vocabulary Acquisition and Use	7.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.
Vocabulary Acquisition and Use	7.L.5a	*Interpret figures of speech in context.*	**Interpret figures of speech ~~(e.g., literary, biblical, and mythological allusions)~~ in context.**
Vocabulary Acquisition and Use	7.L.5b	*Use the relationship between particular words to better understand each of the words.*	**Use the relationship between particular words ~~(e.g., synonym/antonym, analogy)~~ to better understand each of the words.**
Vocabulary Acquisition and Use	7.L.5c	*Distinguish among the connotations of words with similar denotations.*	**Distinguish among the connotations ~~(associations)~~ of words with similar denotations ~~(definitions) (e.g., refined, respectful, polite, diplomatic, condescending)~~.**

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Vocabulary Acquisition and Use	7.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.
Speaking and Listening			
Comprehension and Collaboration	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.	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.
Comprehension and Collaboration	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.	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.
Comprehension and Collaboration	7.SL.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
Comprehension and Collaboration	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.	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.
Comprehension and Collaboration	7.SL.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.	Acknowledge new information expressed by others and, when warranted, modify their own views.

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Comprehension and Collaboration	7.SL.2	***Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.***	**Analyze the main ideas and supporting details presented in diverse media and formats ~~(e.g., visually, quantitatively, orally)~~ and explain how the ideas clarify a topic, text, or issue under study.**
Comprehension and Collaboration	7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Presentation of Knowledge and Ideas	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.***	**Present claims and 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.**
Presentation of Knowledge and Ideas	7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Presentation of Knowledge and Ideas	7.SL.6	Adapt speech to a variety of contexts and tasks demonstrating command of 7th grade level language conventions when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
Reading History / Social Studies			
Key Ideas and Details	6-8.RH.1	***Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support primary and secondary source analysis.***	~~Cite specific textual evidence to support analysis of primary and secondary sources.~~

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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	*Identify key steps in a text's description of a process related to history/social studies.*	**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)~~.**
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.
Craft and Structure	6-8.RH.5	*Describe how a text presents information.*	**Describe how a text presents information ~~(e.g., sequentially, comparatively, causally)~~.**
Craft and Structure	6-8.RH.6	*Identify aspects of a text that reveal an author's <u>perspective</u> or purpose.*	**Identify aspects of a text that reveal an author's point of view or purpose ~~(e.g., loaded language, inclusion or avoidance of particular facts)~~.**
Integration of Knowledge and Ideas	6-8.RH.7	*Integrate visual information with other information in print and digital texts.*	**Integrate visual information ~~(e.g., in charts, graphs, photographs, videos, or maps)~~ with other information in print and digital texts.**

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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.
Writing History / Social Studies and Science and Technical Subjects			
Text Types and Purposes	6-8.WHST.1	Write arguments focused on *discipline-specific content*.	Write arguments focused on *discipline-specific content.*
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.

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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	***Establish and maintain <u>an appropriate style for content, purpose, and audience.</u>***	**Establish and maintain a ~~formal~~ style.**
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.
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	***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 <u>in</u> aiding comprehension.***	**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.**

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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	***Establish and maintain <u>an appropriate style for content, purpose, and audience.</u>***	**Establish and maintain a ~~formal style and objective tone.~~**
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.

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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	***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.***	**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, focusing on how well purpose and audience have been addressed.**
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.
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.

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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.
Reading Science and Technical Subjects			
Key Ideas and Details	6-8.RST.1	***Analyze what science and technical texts say explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.***	~~Cite specific textual evidence to support analysis of science and technical texts.~~
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.
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 *grades 6–8 texts and topics*.	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 grades 6–8 texts and topics.
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.

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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	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.	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).
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.
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.