

# OREGON ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS

## Grades 9-10 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.

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	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Key Ideas and Details	9-10.RL.1	<u>Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.</u>	<del>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</del>
Key Ideas and Details	9-10.RL.2	<i>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text's theme or central idea.</i>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; <del>provide an objective summary of the text.</del>
<u>Key Ideas and Details</u>	<u>9-10.RL.2a</u>	<del><u>Provide an evidence-based summary of the text's theme or central idea.</u></del>	-
Key Ideas and Details	9-10.RL.3	<u>Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.</u>	<del>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</del>
Craft and Structure	9-10.RL.4	<i>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.</i>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Craft and Structure	9-10.RL.5	<u>Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.</u>	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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Craft and Structure	9-10.RL.6	<i>Analyze a <u>perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.</u></i>	<del>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</del>
Integration of Knowledge and Ideas	9-10.RL.7	<i><u>Compare and contrast the representation of a subject or a key scene in multiple artistic mediums, including what is emphasized or absent in each.</u></i>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
Integration of Knowledge and Ideas	9-10.RL.8	(Not applicable to literature)	(Not applicable to literature)
Integration of Knowledge and Ideas	9-10.RL.9	<i><u>Analyze how an author alludes to the themes or topics from another source</u></i>	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Range of Reading and Level of Text Complexity	9-10.RL.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
Key Ideas and Details	9-10.RI.1	<i><u>Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.</u></i>	<del>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</del>

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Key Ideas and Details	9-10.RI.2	<i>Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.</i>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; <del>provide an objective summary of the text.</del>
<b>Key Ideas and Details</b>	<b>9-10.RI.2a</b>	<del><i>Provide an evidence-based summary of the text's theme or central idea.</i></del>	-
Key Ideas and Details	9-10.RI.3	<i>Analyze how the author <u>crafts</u> an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</i>	Analyze how the author <del>unfolds</del> an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Craft and Structure	9-10.RI.4	<i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.</i>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone ( <del>e.g., how the language of a court opinion differs from that of a newspaper</del> ).
Craft and Structure	9-10.RI.5	<i>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</i>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text ( <del>e.g., a section or chapter</del> ).
Craft and Structure	9-10.RI.6	<i>Determine an author's <u>perspective</u> or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.</i>	Determine an author's <del>point of view</del> or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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Integration of Knowledge and Ideas	9-10.RI.7	<b>Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.</b>	<b>Analyze various accounts of a subject told in different mediums (<del>e.g., a person’s life story in both print and multimedia</del>), determining which details are emphasized in each account.</b>
Integration of Knowledge and Ideas	9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Integration of Knowledge and Ideas	9-10.RI.9	<b>Analyze documents of historical and literary significance, including how they address related themes and concepts.</b>	<b>Analyze seminal U.S. documents of historical and literary significance (<del>e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”</del>), including how they address related themes and concepts.</b>
Range of Reading and Level of Text Complexity	9-10.RI.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
Text Types and Purposes	9-10.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Text Types and Purposes	9-10.W.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

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Text Types and Purposes	9-10.W.1b	<b><u>Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both .</u></b>	<del>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</del>
Text Types and Purposes	9-10.W.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Text Types and Purposes	9-10.W.1d	<b><u>Establish a style and tone relevant to the discipline in which they are writing</u></b>	<del>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</del>
Text Types and Purposes	9-10.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.
<b>Text Types and Purposes</b>	<b>9-10.W.1f</b>	<b><i>Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i></b>	
Text Types and Purposes	9-10.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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Text Types and Purposes	9-10.W.2a	<i>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful <u>in aiding comprehension.</u></i>	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful <del>to</del> aiding comprehension.
Text Types and Purposes	9-10.W.2b	<i>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.</i>	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples <del>appropriate to the audience's knowledge of the topic.</del>
Text Types and Purposes	9-10.W.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Text Types and Purposes	9-10.W.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
Text Types and Purposes	9-10.W.2e	<i><u>Establish a style and tone relevant to the discipline in which they are writing.</u></i>	<del>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</del>
Text Types and Purposes	9-10.W.2f	<i>Provide a concluding statement or section that follows from and supports the information or explanation presented.</i>	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Production and Distribution of Writing	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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	9-10.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
Production and Distribution of Writing	9-10.W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge	9-10.W.7	Conduct short as well as more comprehensive research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Research to Build and Present Knowledge	9-10.W.8	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Research to Build and Present Knowledge	9-10.W.9	<b><i>Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.</i></b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Research to Build and Present Knowledge	9-10.W.9a	<i>Deleted standard (embedded in W.9 standard statement).</i>	<del>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</del>
Research to Build and Present Knowledge	9-10.W.9b	<i>Deleted standard (embedded in W.9 standard statement).</i>	<del>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</del>
Range of Writing	9-10.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended 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.
Conventions of Standard English	9-10.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	9-10.L.1a	Use parallel structure.	Use parallel structure.
Conventions of Standard English	9-10.L.1b	<i>Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.</i>	<del>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</del>

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Conventions of Standard English	9-10.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	9-10.L.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
Conventions of Standard English	9-10.L.2b	<b><i>Use a colon to introduce a list or quotation or present information related to the sentence's first clause.</i></b>	<b>Use a colon to introduce a list or quotation.</b>
Conventions of Standard English	9-10.L.2c	Spell correctly.	Spell correctly.
Knowledge of Language	9-10.L.3	<b><i>Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.</i></b>	<b>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.</b>
Knowledge of Language	9-10.L.3a	<b><i>Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.</i></b>	<b>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <del>MLA Handbook, Turabian's Manual for Writers</del>) appropriate for the discipline and writing type.</b>

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Vocabulary Acquisition and Use	9-10.L.4	<i>Determine <u>and/or</u> clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, <u>including context clues, word parts, word relationships, and reference materials.</u></i>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
Vocabulary Acquisition and Use	9-10.L.4a	<i>Use context as a clue to the meaning of a word or phrase.</i>	Use context ( <del>e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence</del> ) as a clue to the meaning of a word or phrase.
Vocabulary Acquisition and Use	9-10.L.4b	<i>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</i>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech ( <del>e.g., analyze, analysis, analytical; advocate, advocacy</del> ).
Vocabulary Acquisition and Use	9-10.L.4c	<i>Consult <u>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, its part of speech, or its etymology.</u></i>	Consult general and specialized reference materials ( <del>e.g., dictionaries, glossaries, thesauruses</del> ), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
Vocabulary Acquisition and Use	9-10.L.4d	<i>Verify the preliminary determination of the meaning of a word or phrase.</i>	Verify the preliminary determination of the meaning of a word or phrase ( <del>e.g., by checking the inferred meaning in context or in a dictionary</del> ).
Vocabulary Acquisition and Use	9-10.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	9-10.L.5a	<i>Interpret figures of speech in context and analyze their role in the text.</i>	Interpret figures of speech (e.g., <del>euphemism, oxymoron</del> ) in context and analyze their role in the text.
Vocabulary Acquisition and Use	9-10.L.5b	Analyze nuances in the meaning of words with similar denotations.	Analyze nuances in the meaning of words with similar denotations.
Vocabulary Acquisition and Use	9-10.L.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Comprehension and Collaboration	9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Comprehension and Collaboration	9-10.SL.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
Comprehension and Collaboration	9-10.SL.1b	<i>Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.</i>	Work with peers to set rules for collegial discussions and decision-making (e.g., <del>informal consensus, taking votes on key issues, presentation of alternate views</del> ), clear goals and deadlines, and individual roles as needed.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Comprehension and Collaboration	9-10.SL.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
Comprehension and Collaboration	9-10.SL.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Comprehension and Collaboration	9-10.SL.2	<b><i>Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</i></b>	<b>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</b>
Comprehension and Collaboration	9-10.SL.3	<b><i>Evaluate a speaker's <u>perspective</u>, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</i></b>	<b>Evaluate a speaker's <u>point of view</u>, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</b>
Presentation of Knowledge and Ideas	9-10.SL.4	<b><i>Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.</i></b>	<b>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</b>
Presentation of Knowledge and Ideas	9-10.SL.5	<b><i>Make creative and strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</i></b>	<b>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</b>

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Presentation of Knowledge and Ideas	9-10.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 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 grades 9–10 Language standards 1 and 3 for specific expectations.)
Key Ideas and Details	9-10.RH.1	<b><i>Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support primary and secondary source analysis, attending to such features as the date and origin of the information.</i></b>	<b><del>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</del></b>
Key Ideas and Details	9-10.RH.2	<b><i>Determine the central ideas or information of a primary or secondary source; provide an accurate and evidence-based summary of how key events or ideas develop over the course of the text.</i></b>	<b>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</b>
Key Ideas and Details	9-10.RH.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Craft and Structure	9-10.RH.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
Craft and Structure	9-10.RH.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Craft and Structure	9-10.RH.6	<i>Compare the <u>perspectives</u> of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</i>	Compare the <del>point of view</del> of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Integration of Knowledge and Ideas	9-10.RH.7	<i>Integrate quantitative or technical analysis with qualitative analysis in print or digital text.</i>	Integrate quantitative or technical analysis ( <del>e.g., charts, research data</del> ) with qualitative analysis in print or digital text.
Integration of Knowledge and Ideas	9-10.RH.8	Assess the extent to which the reasoning and evidence in a text support the author’s claims.	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
Integration of Knowledge and Ideas	9-10.RH.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	Compare and contrast treatments of the same topic in several primary and secondary sources.
Range of Reading and Level of Text Complexity	9-10.RH.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
Text Types and Purposes	9-10.WHST.1	Write arguments focused on <i>discipline-specific content</i> .	Write arguments focused on <i>discipline-specific content</i> .

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Text Types and Purposes	9-10.WHST.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
Text Types and Purposes	9-10.WHST.1b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
Text Types and Purposes	9-10.WHST.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Text Types and Purposes	9-10.WHST.1d	<b><u>Establish a style and tone relevant to the discipline in which they are writing</u></b>	<b>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</b>
Text Types and Purposes	9-10.WHST.1e	Provide a concluding statement or section that follows from or supports the argument presented.	Provide a concluding statement or section that follows from or supports the argument presented.
Text Types and Purposes	9-10.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.

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Text Types and Purposes	9-10.WHST.2a	<b><i>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful <u>in aiding comprehension.</u></i></b>	<b>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful <del>to</del> aiding comprehension.</b>
Text Types and Purposes	9-10.WHST.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Text Types and Purposes	9-10.WHST.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
Text Types and Purposes	9-10.WHST.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
Text Types and Purposes	9-10.WHST.2e	<b><u>Establish a style and tone relevant to the discipline in which they are writing.</u></b>	<b>Establish <del>and maintain a formal</del> style and <del>objective</del> tone <del>while attending to the norms and conventions of</del> the discipline in which they are writing.</b>
Text Types and Purposes	9-10.WHST.2f	<b><i>Provide a concluding statement or section that follows from and supports the information or explanation presented.</i></b>	<b>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</b>

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Text Types and Purposes	9-10.WHST.3	(See note; not applicable as a separate requirement) Note: 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) Note: 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	9-10.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	9-10.WHST.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Production and Distribution of Writing	9-10.WHST.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge	9-10.WHST.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Research to Build and Present Knowledge	9-10.WHST.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Research to Build and Present Knowledge	9-10.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	9-10.WHST.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	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.
Key Ideas and Details	9-10.RST.1	<b><u>Analyze what science and technical texts say explicitly as well as inferentially, citing evidence attending to the precise details of explanations or descriptions.</u></b>	<b><del>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</del></b>
Key Ideas and Details	9-10.RST.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
Key Ideas and Details	9-10.RST.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Craft and Structure	9-10.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 9–10 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 9–10 texts and topics</i> .
Craft and Structure	9-10.RST.5	<b>Analyze the structure of the relationships among concepts in a text, including relationships among key terms.</b>	<b>Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</b>
Craft and Structure	9-10.RST.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
Integration of Knowledge and Ideas	9-10.RST.7	<b>Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.</b>	<b>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</b>
Integration of Knowledge and Ideas	9-10.RST.8	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.
Integration of Knowledge and Ideas	9-10.RST.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

	<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	9-10.RST.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

