CROSSWALK: READING

Oregon Department of Education

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CROSSWALK - ELA CCSSs and corresponding Oregon ELA Standards
Summary Analysis, Gaps, Implications for Implementation

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College and Career Readiness Anchor Standards for Reading

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.
INTRODUCTION
Oregon Common Core State Standards (CCSS) English Language Arts (ELA) Crosswalk

Transcending to the Common Core
When Oregon adopted the Common Core State Standards in October 2010, our state joined other states in the pursuit of a common, standards-based education for our students, kindergarten through high school. Common standards can increase the likelihood that all students, no matter where they live, are prepared for success in college and the workplace.

Because skillful reading, writing, language use, and speaking and listening are similar across the states, common standards make sense. They make possible common achievement goals for grade level groups and also efficiencies of scale for instructional and professional development materials. In today’s world, common assessments and access to common resources also make sense.

The Common Core State Standards (CCSS) for English Language Arts (ELA) & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) will prepare Oregon students and students in other CCSS states to be proficient in the four strands of the English language arts skills—Reading, Writing, Language, and Speaking and Listening. These skills are essential for success in school and beyond.

Additionally in Oregon, proficiency in the Essential Skills of Reading, Writing, and Speaking and Listening will be required to earn an Oregon Diploma. The Common Core provides a clear continuum to teach students those specific skills, refining them year by year, from kindergarten through grade 12, across the four CCSS strands.

Change
Because the CCSS will provide updated ELA expectations for our students, change will be required in curriculum and assessment. We acknowledge change is not easy because anything new requires time to learn. However, as the Common Core Standards build on the strong foundational standards already represented in many state standards, including those in Oregon, the changes are not overwhelming.

The CCSS are new to every state adopting them—in part because they were developed from end-of-grade 12 College and Career Readiness (CCR) Anchor Standards down to kindergarten using a reverse design approach. Consequently, each grade-specific standard corresponds to the same CCR Anchor Standard by number. For easy reference, the strand-specific CCR Anchor Standards are displayed on the covers of the Crosswalk.

The overarching goal of the Common Core is for all students to be college and career-ready. To make that goal a reality, an integrated model of literacy was used to design the standards. While the CCSS are made up of four separate strands to maintain clarity—Reading, Writing, Speaking and Listening, and Language—the standards across the four strands are interrelated and cross-referenced as they are intended to be clustered for instruction.

A Plan for Transition
Planning how to begin using a new set of standards is challenging. Where does a district start implementing? With a particular grade? With a particular strand? With professional development for everyone? Having a crosswalk between the new and the old provides the context necessary to develop a plan for transition that can help answer those questions.

The CCSS ELA Crosswalk
Designed as a planning tool to assist Oregon education leaders in the transition to the CCSS, the K-12 Crosswalk is made up of four documents, one for each strand, that compare the CCSS to the Oregon English Language Arts Standards adopted in 2003. The purpose of the Crosswalk is to help educators make sense of the CCSS within the context of the Oregon standards without having to create their own comparison. The Crosswalk includes comparison as well as summary information on each Common Core Standard.

Using the Crosswalk
The CCR Anchor Standards are the backbone of the CCSS for every grade in every strand, with one exception—the Foundational Reading Skills Standards for K-5 do not have anchor standards. The Crosswalk provides an analysis of every CCSS with the CCRs as organizers:

- Foundational Reading Skills Standards (CCSS), K-5 only
- Language CCRs
- Literature Standards (CCSS)
- Informational Text Standards (CCSS)
- Writing CCRs
- Writing Standards (CCSS)

Here’s how it works: The CCR Anchor Standard appears in bold at the top of the page (with the exception of the Foundational Reading Skills Standards where the Standard is listed at the top of the page). The CCSS connected to that CCR are displayed in a table beneath. Related Oregon standards, shaded, follow. The bottom row of the table is a Summary Analysis of the comparison of the two sets of standards. Following the Summary Analysis is a list of noticeable Gaps and a place for noting Implications for implementation. This last section has been left mostly blank for districts and schools to note site-specific implications during transition planning. The Comment column on the right side of the page aggregates observations for each row. (In order to display similar skills in the same row, a few of the CCSS lower case letters have been reorganized.) In some instances, a Notes section appears before Gaps indicating differences in organizational structure between the two sets of standards.

CCSS Resources
The department is finding ways to assist districts and to maximize efficiencies as Oregon transitions to the CCSS. Providing the ELA Crosswalk is one way. Similarly, the Council of Chief State School Officers (CCSSO), a co-sponsor of the Common Core State Standards Initiative (CCSSI), is assisting CCSS states. Creating professional development materials (including copyright permissions for grade band text) written by lead ELA standards writers, Sue Pimentel and David Coleman, is one way. These materials will be available beginning June 2011. Additional resources drawn from Oregon’s ELA Crosswalk will be available in June 2011.

As they are completed, the ELA Crosswalk and other Oregon-developed resources and resources from other organizations like CCSSO will be posted on the ODE ELA CCSS webpage that is linked from the ODE CCSS landing page (to find from the ODE homepage, search ccss or add go/commoncore to the address; then link to ELA). These web pages, continuously updated, are designed to assist Oregon educators in

- Gathering information, resources, and tools, including examples submitted from Oregon districts, for planning their transition to the CCSS
- Locating professional development materials to begin CCSS implementation.

Acknowledgements
The Oregon Department of Education (ODE) acknowledges the Northwest Regional Comprehensive Center (NWRC), in collaboration with Education Northwest, for convening representatives from higher education, state agencies, ESDs, and districts from across five states in a two-day symposium, February 8 - 9, 2011, in Portland that provided the context and impetus for the creation of the Oregon CCSS ELA Crosswalk. The Common Core State Standards: Planning for Effective Implementation focused on CCSS implementation challenges and potential solutions...and inspired collaborative work.

Professor Beth LaForce, George Fox University, and Professor Mindy Legard Larson, Linfield College, offered to work with ODE on creating CCSS resources for Oregon districts and preservice teachers. Following the symposium, Professor LaForce sent ODE a grade 1-6 crosswalk of the CCSS to Oregon standards created by preservice students. That document provided the starting point for the crosswalk project. ODE wishes to thank Professor LaForce and her students.
## CCSS Reading Foundational Skills

### Print Concepts - Reading Foundational Skills Standard 1

<table>
<thead>
<tr>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1. Demonstrate understanding of the organization and basic features of print.</td>
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<tr>
<td>a. Follow words from left to right, top to bottom, and page by page.</td>
<td>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</td>
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<td>b. Recognize that spoken words are represented in written language by specific sequences of letters.</td>
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<td>c. Understand that words are separated by spaces in print.</td>
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<td>d. Recognize and name all upper- and lowercase letters of the alphabet.</td>
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</tr>
<tr>
<td>EL.00.RE.02 Follow words read aloud from left to right and from top to bottom of the page.</td>
<td>EL.01.RE.01 Identify letters, words, and sentences.</td>
<td>EL.01.RE.02 Match oral words to printed words.</td>
<td>EL.01.RE.03 Recognize that sentences start with capital letters and end with punctuation such as periods, question marks, and exclamation points.</td>
<td>EL.01.RE.04 Recognize and name all upper and lowercase letters.</td>
<td>EL.01.RE.05 Identify sentences in print.</td>
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</tr>
<tr>
<td>EL.00.RE.03 Know that print is spoken words written down and has meaning.</td>
<td>EL.00.RE.04 Recognize that sentences in print are made up of separate words.</td>
<td>EL.01.RE.06 Recognize that sentences in print are made up of separate words.</td>
<td>EL.01.RE.07 Recognize that sentences in print are made up of separate words.</td>
<td>EL.02.RE.01 Distinguish between letters and sounds.</td>
<td>EL.02.RE.02 Match oral words and printed words.</td>
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<td>EL.00.RE.04 Recognize that sentences in print are made up of separate words.</td>
<td>EL.00.RE.05 Distinguish letters from words.</td>
<td>EL.01.RE.02 Match oral words to printed words.</td>
<td>EL.01.RE.03 Recognize that sentences start with capital letters and end with punctuation such as periods, question marks, and exclamation points.</td>
<td>EL.02.RE.01 Distinguish between letters and sounds.</td>
<td>EL.02.RE.02 Match oral words and printed words.</td>
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<tr>
<td>EL.00.RE.05 Distinguish letters from words.</td>
<td>EL.00.RE.06 Recognize and name all upper- and lowercase letters.</td>
<td>EL.02.RE.03 Recognize that letters in a sentence are made up of separate letters.</td>
<td>EL.02.RE.04 Recognize that names are made up of separate letters.</td>
<td>EL.02.RE.05 Recognize that words are made up of separate letters.</td>
<td>EL.02.RE.06 Recognize that words are made up of separate letters.</td>
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<tr>
<td>EL.00.RE.06 Recognize and name all upper- and lowercase letters.</td>
<td>EL.00.RE.07 Listen to spoken sentences and recognize individual words in a sentence.</td>
<td>EL.02.RE.07 Recognize that words are made up of separate letters.</td>
<td>EL.02.RE.08 Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).</td>
<td>EL.02.RE.09 Identify letters, words, and sentences.</td>
<td>EL.02.RE.10 Recognize that words are made up of separate letters.</td>
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<tr>
<td>EL.00.RE.07 Listen to spoken sentences and recognize individual words in a sentence.</td>
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<td><strong>Summary Analysis</strong></td>
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<tr>
<td>Oregon's cover the elements of the CCSS except &quot;page by page&quot; (a).</td>
<td>Oregon's cover the elements of the CCSS.</td>
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</tbody>
</table>

### Gaps

- None

### Implications for Implementation

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<tr>
<td>2. Recognize and produce rhyming words.</td>
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<tr>
<td>b. Count, pronounce, blend, and segment syllables in spoken words.</td>
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<tr>
<td>c. Blend and segment onsets and rimes of single-syllable spoken words.</td>
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<tr>
<td>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme consonant-vowel-consonant, or CVC words.</td>
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<tr>
<td>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</td>
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<td></td>
</tr>
<tr>
<td>61.00.RE.09 Given a spoken word, produce another word that rhymes with it.</td>
<td>61.00.RE.09 Listen and distinguish initial sound in spoken single-syllable words.</td>
<td>61.00.RE.09 Given a spoken word, produce another word that rhymes with it.</td>
<td>61.00.RE.09 Listen and distinguish initial sound in spoken single-syllable words.</td>
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</tr>
<tr>
<td>61.00.RE.10 Listen to one-syllable words and tell the beginning and ending sounds.</td>
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</tr>
<tr>
<td>61.00.RE.11 Given oral sets like “pan, pan, pen,” identify the first two as being the same and the third as different.</td>
<td>61.00.RE.11 Given oral sets like “cat, cat, cat,” identify the first two as sharing a same sound.</td>
<td>61.00.RE.11 Given oral sets like “cat, cat, cat,” identify the first two as sharing a same sound.</td>
<td>61.00.RE.11 Given oral sets like “cat, cat, cat,” identify the first two as sharing a same sound.</td>
<td>61.00.RE.11 Given oral sets like “cat, cat, cat,” identify the first two as sharing a same sound.</td>
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<tr>
<td>61.00.RE.12 Given oral sets like “sat, cap, run,” identify the first two as sharing a same sound.</td>
<td>61.00.RE.12 Given oral sets like “sun, sun, sun,” identify the first two as sharing a same sound.</td>
<td>61.00.RE.12 Given oral sets like “sun, sun, sun,” identify the first two as sharing a same sound.</td>
<td>61.00.RE.12 Given oral sets like “sun, sun, sun,” identify the first two as sharing a same sound.</td>
<td>61.00.RE.12 Given oral sets like “sun, sun, sun,” identify the first two as sharing a same sound.</td>
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</tr>
<tr>
<td>61.00.RE.13 Orally blend two to three spoken sounds into recognizable words (e.g., /a/t/=at; /c/a/t/=cat).</td>
<td>61.00.RE.13 Orally blend two to four spoken phonemes (sounds) into recognizable words (e.g., /c/a/t/=cat; /f/l/a/t/=flat).</td>
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</tr>
<tr>
<td>61.00.RE.14 Orally segment single syllable spoken words into their components (e.g., cali/vi/a/i/’s).</td>
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</tbody>
</table>

**Summary Analysis**

* Oregon’s includes all elements of the CCSS except segment and count syllables (b) and substitute sounds to make new words (e), both included at grade 1 in Oregon’s.
* Oregon’s includes all elements of the CCSS.

**Gaps**

- CCSSs include segmenting and counting syllables and substituting sounds to make new words at grade K. Oregon’s includes these at grade 1.

**Implications for Implementation**
<table>
<thead>
<tr>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding</td>
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<tr>
<td>by sight (e.g., the, to, you, she, my, is, are, do, does).</td>
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<td>by sight (e.g., the, to, you, she, my, is, are, do, does).</td>
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<tr>
<td>one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</td>
<td>a. Demonstrate basic knowledge of letter-sound correspondences for common consonant digraphs.</td>
<td>b. Demonstrate basic knowledge of letter-sound correspondences for additional common word parts.</td>
<td>c. Recognize and read grade-appropriate irregularly spelled words.</td>
<td>d. Recognize and read grade-appropriate irregularly spelled words.</td>
<td>e. Identify and know the meaning of the most common prefixes and suffixes.</td>
<td>f. Recognize and read grade-appropriate irregularly spelled words.</td>
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<tr>
<td>b. Demonstrate basic knowledge of letter-sound correspondences for common consonant digraphs.</td>
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<tr>
<td>Know final –e and common vowel team conventions for representing long vowel sounds.</td>
<td>a. Demonstrate basic knowledge of letter-sound correspondences.</td>
<td>b. Demonstrate basic knowledge of letter-sound correspondences.</td>
<td>c. Demonstrate basic knowledge of letter-sound correspondences.</td>
<td>d. Demonstrate basic knowledge of letter-sound correspondences.</td>
<td>e. Identify and know the meaning of the most common prefixes and suffixes.</td>
<td>f. Recognize and read grade-appropriate irregularly spelled words.</td>
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<tr>
<td>e. Identify and know the meaning of the most common prefixes and suffixes.</td>
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<td>e. Identify and know the meaning of the most common prefixes and suffixes.</td>
</tr>
<tr>
<td>f. Recognize and read grade-appropriate irregularly spelled words.</td>
<td>f. Recognize and read grade-appropriate irregularly spelled words.</td>
<td>f. Recognize and read grade-appropriate irregularly spelled words.</td>
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</tr>
</tbody>
</table>

**Oregon ELA Standards**

**Common Core State Standards**

**Reading Foundational Skills**

- [Word recognition, irregular spellings]
- [Decoding, syllabication]
- [Graphemes]
- [Morphology]

**Notes**

- [Some of these related standards appear in the Vocabulary section and imply the decoding/word recognition ability indicated in the CCSS.]

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**Summary/Analysis**

<table>
<thead>
<tr>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon’s address long and short vowel sounds (b) in grade 1. Oregon’s do not call for (c) at K or 1.</td>
<td>Oregon’s cover all the elements of the CCSS although some are implied. Oregon’s include consonant blends and vowel digraphs, but not consonant digraphs; compound words are included, but syllabication is not referenced until grade 2.</td>
<td>Oregon’s cover the elements of the CCSS (some by implication) except Oregon’s do not address irregularly spelled words.</td>
<td>Oregon’s cover the elements of the CCSS (some by implication) except Oregon’s do not address irregularly spelled words.</td>
<td>Oregon’s cover the elements of the CCSS (some by implication) except Oregon’s do not specifically address sound-letter correspondence and syllabication at this level.</td>
<td>Oregon’s cover the elements of the CCSS (some by implication) except Oregon’s do not specifically address sound-letter correspondence and syllabication at this level.</td>
</tr>
</tbody>
</table>

**Gaps**

- CCSSs include common spellings of the long and short sounds of the five major vowels at K. Oregon’s include that at grade 1 (EL.01.RE.11).
- CCSSs call for students to “distinguish between similarly spelled words by identifying the sounds of the letters that differ” at grade K. Oregon has no corresponding standard at K or 1.
- CCSSs address “irregularly spelled words”; Oregon has no corresponding standard.

**Implications for Implementation**

- 
- 

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## CCSS READING FOUNDATIONAL SKILLS

### Fluency - Reading Foundational Skills Standard 4

<table>
<thead>
<tr>
<th>Grade  K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Read with sufficient accuracy and fluency to support comprehension.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>-</td>
</tr>
<tr>
<td>4. Read with sufficient accuracy and fluency to support comprehension.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
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<td>a. Read on-level text with purpose and understanding.</td>
<td>-</td>
</tr>
<tr>
<td>4. Read with sufficient accuracy and fluency to support comprehension.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>-</td>
</tr>
<tr>
<td>4. Read with sufficient accuracy and fluency to support comprehension.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>-</td>
</tr>
<tr>
<td>4. Read with sufficient accuracy and fluency to support comprehension.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>a. Read on-level text with purpose and understanding.</td>
<td>-</td>
</tr>
</tbody>
</table>

### Summary Analysis

- **No corresponding Oregon standards.**
- Oregon's cover all elements of the CCSS
- Oregon's cover all elements of the **CCSS except CCSS specifies prose and poetry while Oregon's specifies narrative and expository text for oral reading.**
- Oregon's cover all elements of the **CCSS except CCSS specifies prose and poetry while Oregon's specifies narrative and expository text for oral reading.**

### Gaps

- **CCSSs call for students to read poetry (as well as prose) orally at grades 3-5. Oregon's calls for prose only (narrative and expository).**

### Implications for Implementation

- **Identical standards grades 1-5.**
- **Identical standards grades 1-5.**
- **Identical standards grades 2 and 3.**
- **Identical standards grades 2 and 3.**
- **Prose and poetry added at grades 3-5.**

### Identical standards at grades 2-3 and 4-5.

### Comprehension strategies

- **From vocabulary section**
- **Identify difficulties**
- **Context**

### Oregon ELD Standards

- **Monitor own reading and understanding.**
- **Monitor own reading and understanding.**
- **Monitor own reading and understanding.**
- **Monitor own reading and understanding.**

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## Gaps

- CCSSs do not include the specific focus on predicting that Oregon’s do.
- CCSSs do not include the specific focus on cause/effect and reasons for actions that Oregon’s do.
- CCSSs grades 7-9/10 increase the rigor at each level relative to evaluating the textual evidence: “several pieces” (7), “most strongly” (8), “strong and thorough” (9/10). Oregon’s are the same grades 7-9/10 (“supporting details,” supported by the text,” and “support with evidence from the text” are identical at each level.)  
- CCSSs call for students to focus on key details at grades K-2 and refer “explicitly to the text” at grade 3; Oregon’s do not call for this until grade 4.
- CCSSs include general comprehension questions at each grade; Oregon has very specific standards (predict and cause/effect) at grades 2 and 3 rather than general comprehension.

## Implications for Implementation

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CCRS READIMG LITERATURE
Key Ideas & Details - Reading Literature Standard 2

CCR Anchor Standard: “Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.”

Gaps
- CCRs call for students to address a “central message” beginning in grade 1; Oregon’s do not call for this until grade 3.
- CCRs do not require a “creative response” to the literature.
- CCRs call for “objective” summary, which Oregon standards do not specifically address; this begins in grade 6 with the students’ awareness of their own opinions/judgments.
- CCRs specify a high level of literary analysis at grades 9/10 and 11/12.

Implications for Implementation
- CCRs call for specific instructional materials:
  - “fables and folktales from diverse cultures” at grade 2;
  - a different set of “fables, folktales and myths from diverse cultures” at grade 3.
- No Oregon standards at grade 11/12.

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CCSS Anchor Standard: “Analyze how why and individuals, events, and ideas develop and interact over the course of a text.”

### Common Core State Standards

<table>
<thead>
<tr>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9-10</th>
<th>Grade 11-12</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tell a story, using key details.</td>
<td>2. Write to answer a question or tell a story about important events, using key details.</td>
<td>3. Describe events in a story or recount events in a story or newspaper article, using language that the reader can visualize.</td>
<td>4. Determine the main idea of a story.</td>
<td>5. Determine the main idea of a story or drama.</td>
<td>6. Analyze the meaning of a particular scene in a story or drama.</td>
<td>7. Analyze how characters develop and relate to emotions, events, and ideas in a story or drama.</td>
<td>8. Analyze how characters develop and relate to emotions, events, and ideas in drama.</td>
<td>9. Analyze how characters develop and relate to themes in a text, drama, or work of art.</td>
<td>10. Analyze how characters develop and relate to themes in drama.</td>
<td>11. Analyze how characters develop and relate to themes in a text or drama.</td>
<td>12. Evaluate the effectiveness of a work of literature, drama, or visual art by analyzing how the elements of the work interact with each other.</td>
</tr>
</tbody>
</table>

### Oregon ELA Standards

<table>
<thead>
<tr>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9-12</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL.01.LI.06 Sequence the events in the story.</td>
<td>EL.02.LI.04 Identify and describe the plot, setting, and characters in a story.</td>
<td>EL.03.LI.07 Determine the order of events or a plot sequence.</td>
<td>EL.04.LI.04 Identify important events in a story.</td>
<td>EL.05.LI.04 Identify the main events of a story.</td>
<td>EL.06.LI.04 Determine the main events of a story.</td>
<td>EL.07.LI.04 Identify the main events of a story.</td>
<td>EL.08.LI.04 Identify the main events of a story.</td>
<td>EL.09.LI.04 Sequence the events in a story or drama, using language that the reader can visualize.</td>
<td>EL.10.LI.04 Sequence the events in a story or drama, using language that the reader can visualize.</td>
<td>EL.11.LI.04 Sequence the events in a story or drama, using language that the reader can visualize.</td>
</tr>
</tbody>
</table>

### Summary Analysis

- **No similar Oregon standards at grade K.**
- **Oregon's includes only a character.**
- **CCSS asks specifically about characters' responses (interaction of character and events).**
- **Oregon's asks students to describe the character.**
- **CCSS asks specifically for students to explain the interaction between them.**
- **Oregon's cover all the elements of the CCSS.**
- **GO ask students to identify the main idea of a story.**
- **CCSS asks specifically for students to explain the interaction between them.**
- **Oregon's asks students to describe the character.**
- **CCSS asks specifically for students to explain the interaction between them.**
- **Oregon's ask students to analyze the meaning of a particular scene.**
- **CCSS asks for analysis.**
- **Oregon's analyze the development of a character.**
- **CCSS asks for analysis.**
- **Oregon's analyze the overall effectiveness of a selection.**
- **CCSS asks for analysis.**
- **Oregon's analyze the overall effectiveness of a selection.**
- **CCSS asks for analysis.**
- **Oregon's evaluate the overall effectiveness of a selection.**
- **CCSS asks for analysis.**
- **Oregon's evaluate the overall effectiveness of a selection.**
- **CCSS asks for analysis.**
- **Oregon's evaluate the overall effectiveness of a selection.**
- **CCSS asks for analysis.**

### Gaps

- **CCSSs and Oregon standards address the same set of elements.**

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• CCSSs call for students to analyze how elements interact and develop starting at grade 2. Oregon's do not call for this until grade 5.
• CCSSs call for students to analyze specific interactions in grades 5 - 11/12; these are not necessarily the interactions specified in Oregon standards.
• CCSSs call for analysis; Oregon's include evaluation.

Implications for Implementation

•
### CCR Anchor Standard: "Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone."

<table>
<thead>
<tr>
<th>Grade</th>
<th>Common Core State Standards</th>
<th>Oregon ELA Standards</th>
<th>Summary/Analysis</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>EL.02.LI.09 Recognize the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) by a poet, and discuss its use.</td>
<td>EL.02.LI.10 Define figurative language, including simile, metaphor, exclamation, and alliteration, and explain the effects of its use in a particular work.</td>
<td>No corresponding Oregon standards at grade K.</td>
<td>- No Oregon standards at grades K.</td>
</tr>
<tr>
<td>1</td>
<td>EL.03.LI.09 Recognize and analyze questions about unknown words and phrases (e.g., regular beats, alliteration, rhythmic, repeated lines, slant rhyme and meaning in a story, poem, or song.</td>
<td>EL.05.LI.10 Define figurative language, including simile, metaphor, exclamation, and alliteration, and explain the effects of its use in a particular work.</td>
<td>Oregon's covers all the elements of the CCSS.</td>
<td>- No corresponding Oregon standards at grade 1.</td>
</tr>
<tr>
<td>2</td>
<td>EL.04.LI.10 Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</td>
<td>EL.05.LI.11 Evaluate the author's use of figurative language to influence readers' attitudes and feelings (e.g., use of first person sets a particular tone), and explain the effects of its use in a particular work.</td>
<td>Oregon's covers all the elements of the CCSS.</td>
<td>- CCSS specifically includes attributes to mythology, which is not included in Oregon standards at any level.</td>
</tr>
<tr>
<td>3</td>
<td>EL.05.LI.09 Identify and describe the meaning of words and phrases as they are used in a text, including figurative language such as metaphor and simile.</td>
<td>EL.05.LI.11 Evaluate the author's use of figurative language to influence readers' attitudes and feelings (e.g., use of first person sets a particular tone), and explain the effects of its use in a particular work.</td>
<td>Oregon's covers all the elements of the CCSS.</td>
<td>- CCSS asks students to analyze the impact of the work's allusions.</td>
</tr>
<tr>
<td>4</td>
<td>EL.06.LI.09 Identify the meanings of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.</td>
<td>EL.06.RE.13 Interpret figurative expressions, including analogies, metaphors, and similes, in prose and poetry.</td>
<td>Oregon's covers all the elements of the CCSS.</td>
<td>- Oregon's covers all the elements of the CCSS except connotation.</td>
</tr>
<tr>
<td>5</td>
<td>EL.07.LI.10 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</td>
<td>EL.06.RE.13 Interpret figurative expressions, including analogies, metaphors, and similes, in prose and poetry.</td>
<td>Oregon's covers all the elements of the CCSS except connotation.</td>
<td>- Oregon's covers all the elements of the CCSS except connotation.</td>
</tr>
<tr>
<td>6</td>
<td>EL.08.LI.09 Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony which define a writer's style, and explain their effect.</td>
<td>EL.07.RE.11 Analyze the impact of word choice and figurative language on tone, mood, and theme.</td>
<td>Oregon's covers all the elements of the CCSS except connotation.</td>
<td>- Oregon's covers all the elements of the CCSS except connotation.</td>
</tr>
<tr>
<td>7</td>
<td>EL.09.LI.10 Identify various literary devices, including figurative language, imagery, alliteration, and symbolism; evaluate the significance of the devices; and explain their effect.</td>
<td>EL.08.RE.11 Analyze the impact of word choice and figurative language on tone, mood, and theme.</td>
<td>Oregon's covers all the elements of the CCSS except connotation.</td>
<td>- Oregon's covers all the elements of the CCSS except connotation.</td>
</tr>
<tr>
<td>8</td>
<td>EL.10.LI.10 Identify and use the literal and figurative meanings of words and phrases.</td>
<td>EL.09.RE.12 Distinguish between the connotative and figurative meanings of words and phrases.</td>
<td>Oregon's covers all the elements of the CCSS except connotation.</td>
<td>- Oregon's covers all the elements of the CCSS except connotation.</td>
</tr>
<tr>
<td>9-10</td>
<td>EL.11.LI.10 Identify and use the literal and figurative meanings of words and phrases.</td>
<td>EL.09.RE.12 Distinguish between the connotative and figurative meanings of words and phrases.</td>
<td>Oregon's covers all the elements of the CCSS except connotation.</td>
<td>- Oregon's covers all the elements of the CCSS except connotation.</td>
</tr>
<tr>
<td>11-12</td>
<td>EL.12.LI.10 Distinguish between the connotative and figurative meanings of words and phrases.</td>
<td>EL.09.RE.12 Distinguish between the connotative and figurative meanings of words and phrases.</td>
<td>Oregon's covers all the elements of the CCSS except connotation.</td>
<td>- Oregon's covers all the elements of the CCSS except connotation.</td>
</tr>
</tbody>
</table>

#### Notes
- Relevant Oregon standards do not fit easily into a particular CCSS, so many repetitions and overlap are included here and in subsequent sections.

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Oregon Standards address understanding and interpreting figurative language, etc. appear in two places.
- Reading: Literary Text (code LI)
- Reading: Vocabulary (code RE)

The CCSSs address the interpretation of words in three sections of the CCRs
- Anchor Reading Informational Text Standard 4: (Craft & Structure... “how specific word choices shape meaning and tone”)
- Anchor Reading Literature Standard 4: (Craft & Structure... “how specific word choices shape meaning and tone”)
- Anchor Language Standard 5 (Vocabulary Acquisition and Use - “Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.”)

Gaps
- CCSSs calls for students to begin considering how words shape tone in grade 1; Oregon's do not start this until grade 4.
- CCSSs call for students to "analyze the impact" of word choices from grade 6 through grades 11/12. Oregon standards call for evaluation at grades 6 and 9/10.
- CCSSs call for allusions to mythology in grade 4; Oregon's do not include this at any grade.
- CCSSs call for understanding connotations beginning in grade 6. Oregon's includes this only at grades 9/10.

Implications for Implementation
-
**Common Core State Standards**

<table>
<thead>
<tr>
<th>Grade K</th>
<th>Grade 1</th>
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<th>Grade 8</th>
<th>Grade 9-10</th>
<th>Grade 11-12</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Recognize common types of texts (e.g., storybooks, poems).</td>
<td>b. Explain major differences between books that tell stories and books that give information, drawing on a wide range of reading materials.</td>
<td>c. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</td>
<td>d. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
<td>e. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall development of the theme and contributes to the development of the theme, setting, or plot.</td>
<td>f. Analyze how a drama’s or poem’s form or structure (e.g., sonnet, sonnet) contributes to its meaning.</td>
<td>g. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</td>
<td>h. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to the overall structure and meaning as well as its aesthetic impact.</td>
<td>i. Part/whole analysis begins at grade 2.</td>
<td>j. Impact of the structure on meaning, effect begins at grade 4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Summary Analysis</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. No corresponding Oregon standards</td>
</tr>
<tr>
<td>b. Oregon standard is more limited than the CCSS.</td>
</tr>
<tr>
<td>c. No corresponding Oregon standards</td>
</tr>
<tr>
<td>d. Oregon’s includes only prose, focuses on form, and does not address structural features or differences.</td>
</tr>
<tr>
<td>e. Limited analysis of structure in Oregon’s standards.</td>
</tr>
<tr>
<td>f. CCSS specifies drama or poetry. Oregon’s addresses prose forms. Structure is not addressed specifically in Oregon standards.</td>
</tr>
<tr>
<td>g. Oregon’s addresses structure, but does not call for comparison/contrast.</td>
</tr>
<tr>
<td>h. Oregon’s addresses structure, but does not address structural analysis at grades 8 and 9/10, and focus on differentiating and evaluating literary form.</td>
</tr>
<tr>
<td>i. No Oregon standards at grades 11/12.</td>
</tr>
</tbody>
</table>

**Gaps**
- CCSSs have limited corresponding Oregon standards. (Oregon standards focus on characteristics of literary forms rather than their structure.)
- CCSSs emphasize a part/whole structural analysis beginning in grade 2 and focus on how the parts contribute to the whole. Oregon’s include structural analysis at grades 8 and 9/10, and focus on differentiating and evaluating literary form.

**Implications for Implementation**
## Common Core State Standards

### Grade K
- **EL.00.LI.02** Name some book titles and authors.
- **EL.01.LI.03** Describe the settings, characters, and illustrator of a story.

### Grade 1
- **EL.02.LI.09** Take part in creative responses to texts such as dramatizations and oral presentations.
- **EL.03.LI.03** Identify the speaker or narrator in a selection.

### Grade 2
- **EL.04.LI.10** Compare and contrast ideas from different cultures, and tell why there are similar tales in diverse cultures.

### Grade 3
- **EL.05.LI.10** Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood).
- **EL.06.LI.04** Identify the author's use of techniques to influence readers' attitudes and feelings (e.g., use of first person, altered time, exclamation, change in tone) to build suspense, logic, and credibility of a text.

### Grade 4
- **EL.07.LI.11** Analyze how point of view influences how events are described.
- **EL.08.LI.11** Analyze how point of view affects an author's or speaker's point of view influence on the narrative or speaker in a text.

### Grade 5
- **EL.09.LI.11** Analyze differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony), and see if such effects are suspenseful or humorous.

### Grade 6
- **EL.10.LI.11** Evaluate the author's use of the setting to create a humorous tone, plot, and credibility of a text.

### Grade 7
- **EL.11.LI.11** Analyze how point of view influences the point of view of the narrator or speaker.

### Grade 8
- **EL.12.LI.11** Analyze how 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.

### Grade 9-10
- **EL.13.LI.11** Analyze how point of view, but not particularly match the CCSSs at each grade.

### Grade 11-12
- **EL.14.LI.11** Analyze how point of view, but not particularly match the CCSSs at each grade.

### Comments
- **EL.00.LI.02** No correspondence.
- **EL.01.LI.03** No Oregon standards.
- **EL.02.LI.09** No Oregon standards.
- **EL.03.LI.03** No Oregon standards.
- **EL.04.LI.10** No Oregon standards.
- **EL.05.LI.10** No Oregon standards.
- **EL.06.LI.04** No Oregon standards.
- **EL.07.LI.11** No Oregon standards.
- **EL.08.LI.11** No Oregon standards.
- **EL.09.LI.11** No Oregon standards.
- **EL.10.LI.11** No Oregon standards.
- **EL.11.LI.11** No Oregon standards.
- **EL.12.LI.11** No Oregon standards.
- **EL.13.LI.11** No Oregon standards.
- **EL.14.LI.11** No Oregon standards.

### Notes
- Reading Literature CCSSs do not include literary nonfiction (e.g., biography and autobiography). These are included in Reading Informational Text CCSSs.
- Oregon's ELA standards do not particularly match the CCSSs at each grade.
- These standards are in general consistent with the CCR, but they do not particularly match the CCSSs at each grade.
- Several of the CCSSs begin in earlier grades than in Oregon standards:
  - the roles of author and illustrator begin in grade K, but not until grade 1 in Oregon's;
  - the concept of story-teller/narrator begins in grade 1, but not until grade 3 in Oregon's;
  - the difference between first- and third-person point of view begins in grade 4, but not until grade 6 in Oregon's;
  - Some elements of the CCSSs at grades 3, 5, 6, 7, 8, 9/10, and 11/12 are not addressed specifically in Oregon's standards.

### Implications for Implementation
- Instructional materials will need to meet certain criteria:
  - At grade 8 they will need to include works showing examples of dramatic irony.
  - At grades 9/10 they will need to include literary works from outside the United States.
**CCRS Anchor Standard:** "Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words."

**Implications**

1. Use the relationship between illustrations and words to demonstrate understanding of its characters, setting, or plot.
2. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where the two might differ.
3. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia adaptation of a story, or poem). Identify the purposes of specific images or video segments in the text and how they contribute to the overall text. When reading or viewing a story or drama, identify where and how some events or scenes are conveyed using imagery, sound, stage directions, stage lighting, or other elements.
4. Compare and contrast a printed story, drama, or poem to its audio, film, 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).
5. Analyze how an author conveys the experience of reading a story, drama, or poem to an audience in a performance, including what the author "sees" and "hears" in the story or drama.
6. Compare and contrast a written story, drama, or poem to its audio, film, 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).
7. Analyze and interpret a representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audrey's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

**Common Core State Standards** (CCSS)

- **CCRS READING LITERATURE**
  - **Grade K:** El.00.L.08 Make predictions based on illustrations or portions of the story.
  - **Grade 1:** El.01.RE.03 Obtain information from print illustrations.
  - **Grade 2:** El.02.L.07 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
  - **Grade 3:** El.03.L.10 Identify and discuss the use of cadence, repetitive patterns, and onomatopoeia for intent and effect.
  - **Grade 4:** El.04.SL.10 Identify and discuss the purposes of media—information, entertainment, persuasion, interpretation of events, and transmission of culture.
  - **Grade 5:** El.05.SL.10 Identify and discuss the role of media in focusing people’s attention on events and influencing their opinions on issues.
  - **Grade 6:** El.06.SL.13 Compare ideas and points of view expressed in broadcast print media, and electronic media.
  - **Grade 7:** El.07.SL.12 Interpret and evaluate the various ways in which visual image-makers (e.g., photographers, illustrators, news photographers, film makers) communicate information and affect impressions and opinions.
  - **Grade 8:** El.08.SL.14 Identify the aesthetic effects of a media presentation, and evaluate the techniques used to create them.

- **Oregon ELA Standards**
  - **Grades K-12:** These standards appear in the SpeakingListening Oregon standards.
  - **Grade 9-10:** No corresponding Oregon standards.
  - **Grade 11-12:** No corresponding Oregon standards.

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**Summary Analysis**

- Oregon’s address illustrations, but do not call for students to describe a relationship between them and the story.
- Oregon’s are general and inclusive; CCSS specifies character, setting, or events.
- Oregon’s are a good match they say or do and how the author or illustrator portrays them.
- No corresponding Oregon standards.
- No corresponding Oregon standards addressing how “elements” contribute to meaning, etc.
- No corresponding Oregon standards addressing performed works of literature.
- No corresponding Oregon standards addressing performed works of literature.
- No corresponding Oregon standards addressing performed works of literature.
- No corresponding Oregon standards addressing performed works of literature.
- This is the only Oregon standard that partially addresses the CCR; it is similar to the grade 6 CCSS or the grade 7 one (minus comparison).
- No corresponding Oregon standards.

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**DRAFT**

**Oregon Department of Education**

**Reading Crosswalk**

April 2011

14
### Integration of Knowledge and Ideas - Reading Literature Standard 8

CCR Anchor Standard: “Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.”

(NOT APPLICABLE TO LITERATURE)

<table>
<thead>
<tr>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9-10</th>
<th>Grade 11-12</th>
<th>Comments</th>
</tr>
</thead>
</table>

### Summary

- *
### CCR Anchor Standard: "Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take."

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<th>9-10</th>
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<tbody>
<tr>
<td><strong>Common Core State Standards</strong></td>
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<tr>
<td><strong>CCR Anchor</strong></td>
<td>Integrate Knowledge and Ideas - Reading Literature</td>
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<td><strong>Summary Analysis</strong></td>
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<td>Oregon ELA Standards</td>
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<tr>
<td>EL.00.LI.01 Listen, make connections, and respond to stories based on well-known characters, themes, plots, and settings.</td>
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<tr>
<td>EL.01.LI.07 Connect and compare similarities in characters and events across stories.</td>
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<tr>
<td>EL.02.LI.07 Connect and compare similarities in characters and events across stories.</td>
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<tr>
<td>EL.03.LI.11 Compare and contrast versions of the same story from different cultures.</td>
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<tr>
<td>EL.04.LI.10 Compare and contrast versions of the same story from different cultures, and tell why there are similar tales in diverse cultures.</td>
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<tr>
<td>EL.05.LI.16 Identify and analyze recurring themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works.</td>
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<tr>
<td>EL.06.LI.15 Identify and analyze recurring themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works.</td>
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<tr>
<td>EL.07.LI.12 Identify and analyze recurring themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works.</td>
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<tr>
<td>EL.08.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of literature that enhance the study of other subjects.</td>
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<td>EL.09.LI.16 Analyze the way in which a work of literature is related to the themes and issues of its historical period.</td>
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<td>EL.10.LI.17 Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.</td>
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</table>

**Gaps**
- CCSSs call for students to compare and contrast multiple literary works at every level, beginning in grade K. Oregon's begin comparison in grade 2, and do not include it at grades 5 and 6.
- There are many specific similarities between the Oregon standards and the CCSS; however, the approaches (e.g., across cultures, across time periods) occur at different levels. Additionally, the CCSSs are more specific in prescribing certain types of texts to be compared and, in many cases, the type of comparison to be made (e.g., "how the material is rendered new").

**Implications for Implementation**
- Instructional materials will need to include multiple sets of literary texts that meet specific criteria at each level. (Presumably, at minimum one set for instruction, one for practice, and one for assessment.)

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- at grade 2, two or more versions of the same stories.
- at grade 3, two or more stories by the same author about the same or similar characters.
- at grade 4, stories, myths, and traditional literature from different cultures with similar themes and topics.
- at grade 5, two or more stories in the same genre with similar themes and topics.
- at grade 6, different literary forms or genres with similar themes or topics.
- at grade 7, fictional portrayals and historical accounts of the same period.
- at grade 8, traditional or religious works and modern fiction that draws upon the same themes, pattern of events, characters.
- at grades 9/10, source material and later works that draw on it.
- at grades 11/12, 18th, 19th, and early 20th century foundational works, including two or more texts from the same period that treat similar themes or topics.
### CCSS Reading Literature

<table>
<thead>
<tr>
<th>Grade</th>
<th>CCSS Reading Literature</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>Reading Literature Standard 10</td>
</tr>
<tr>
<td>1</td>
<td>Read and comprehend complex literary and informational texts independently and proficiently.</td>
</tr>
</tbody>
</table>

#### Summary Analysis

- **CCSS adds complexity band.**
- **CCSS does not include drama at this level or address cultures or time periods.**

#### Gaps

- CCSSs reference grade band complexity. Oregon’s do not reference a similar scheme.
- CCSSs include literary nonfiction in Informational Text; Oregon standards include it in Literature. Only stories, dramas, and poetry are specifically included in the CCR Standard 10 for Literature.
- This CCR makes no reference to cultures, significance of works, or whether they enhance the study of other subjects as Oregon’s Standards do. CCR Reading Literature Standard 9 (Literature) includes some of these specification at various levels.

#### Implications for Implementation

- **Instructional materials will need to be keyed to the criteria of the complexity bands in the CCSS document.**
- **Scaffolding strategies may need to be clarified or enumerated for high school teachers who may not be familiar with them, or know them by that term.**
CCSS READING INFORMATIONAL TEXT

Key Ideas & Details - Reading Informational Text Standard

CCR Anchor Standard: “Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.”

<table>
<thead>
<tr>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
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<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9-10</th>
<th>Grade 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL.01.RE.27 Correctly answer questions about a text read aloud.</td>
<td>EL.02.RE.27 Read informational texts for specific purposes.</td>
<td>EL.03.RE.25 Identify and determine sequence of events, main ideas, facts, supporting details, and opinions in informational texts, identifying evidence that supports those ideas.</td>
<td>EL.04.RE.20 Identify and determine sequence of events, main ideas, facts, supporting details, and opinions in informational texts, identifying evidence that supports those ideas.</td>
<td>EL.05.RE.21 Recognize major points in the text and make predictions about forthcoming information.</td>
<td>EL.06.RE.22 Make and confirm predictions about forthcoming information.</td>
<td>EL.07.RE.18 Identify major points in the text and make predictions about forthcoming information.</td>
<td>EL.08.RE.17 Identify major points in the text and make predictions about forthcoming information.</td>
<td>EL.09.RE.16 Identify major points in the text and make predictions about forthcoming information.</td>
<td>EL.10.RE.15 Identify major points in the text and make predictions about forthcoming information.</td>
<td>EL.11.RE.14 Identify major points in the text and make predictions about forthcoming information.</td>
</tr>
</tbody>
</table>

Common Core State Standards

| EL.01.RE.35 Describe new information gained from text in own words. | EL.02.RE.28 Recall facts and details in the text to clarify and organize. | EL.03.RE.27 Read informational texts for specific purposes. | EL.04.RE.20 Identify and determine sequence of events, main ideas, facts, supporting details, and opinions in informational texts, identifying evidence that supports those ideas. | EL.05.RE.21 Recognize major points in the text and make predictions about forthcoming information. | EL.06.RE.22 Make and confirm predictions about forthcoming information. | EL.07.RE.18 Identify major points in the text and make predictions about forthcoming information. | EL.08.RE.17 Identify major points in the text and make predictions about forthcoming information. | EL.09.RE.16 Identify major points in the text and make predictions about forthcoming information. | EL.10.RE.15 Identify major points in the text and make predictions about forthcoming information. | EL.11.RE.14 Identify major points in the text and make predictions about forthcoming information. |

Oregon ELA Standards

| EL.01.RE.36 Answer questions about key details in a text. | EL.02.RE.27 Read informational texts for specific purposes. | EL.03.RE.25 Identify and determine sequence of events, main ideas, facts, supporting details, and opinions in informational texts, identifying evidence that supports those ideas. | EL.04.RE.20 Identify and determine sequence of events, main ideas, facts, supporting details, and opinions in informational texts, identifying evidence that supports those ideas. | EL.05.RE.21 Recognize major points in the text and make predictions about forthcoming information. | EL.06.RE.22 Make and confirm predictions about forthcoming information. | EL.07.RE.18 Identify major points in the text and make predictions about forthcoming information. | EL.08.RE.17 Identify major points in the text and make predictions about forthcoming information. | EL.09.RE.16 Identify major points in the text and make predictions about forthcoming information. | EL.10.RE.15 Identify major points in the text and make predictions about forthcoming information. | EL.11.RE.14 Identify major points in the text and make predictions about forthcoming information. |

Oregon's don't call for students to ask the questions at grade K. | Oregon’s don’t call for students to ask the questions at grade 1. | Oregon’s don’t call for students to ask the questions at grade 2. | Oregon’s don’t call for students to ask the questions at grade 3. | Oregon’s don’t call for students to ask the questions at grade 4. | Oregon’s don’t call for students to ask the questions at grade 5. | Oregon’s don’t call for students to ask the questions at grade 6. | Oregon’s don’t call for students to ask the questions at grade 7. | Oregon’s don’t call for students to ask the questions at grade 8. | Oregon’s don’t call for students to ask the questions at grade 9-10. | Oregon’s don’t call for students to ask the questions at grade 11-12. |

Summary Analysis

- Oregon’s don’t call for students to ask the questions at grade K. | Oregon’s don’t call for students to ask the questions at grade 1. | Oregon’s don’t call for students to ask the questions at grade 2. | | Oregon’s don’t call for students to ask the questions at grade 3. | Oregon’s don’t call for students to ask the questions at grade 4. | Oregon’s don’t call for students to ask the questions at grade 5. | Oregon’s don’t call for students to ask the questions at grade 6. | Oregon’s don’t call for students to ask the questions at grade 7. | Oregon’s don’t call for students to ask the questions at grade 8. | Oregon’s don’t call for students to ask the questions at grade 9-10. | Oregon’s don’t call for students to ask the questions at grade 11-12. |

Gaps

- CCSSs do not specifically include making predictions at any level; Oregon’s standards emphasize this across the grades.
- CCSSs call for students to ask the questions about the text at grades K - 3. Oregon standards include this only at grade 3.
- CCSSs includes an emphasis on form (“quote accurately” and “cite”) and evaluation of the evidence (“strong and thorough”).

Implications for Implementation

- Oregon standards at grade 4.
- Oregon standards at grade 5.
- Oregon standards at grade 6.
- Oregon standards at grade 7.
- Oregon standards at grade 8.
- Oregon standards at grade 9-10.
- Oregon standards at grade 11-12.
CCSS READING INFORMATIONAL TEXT

Key Ideas & Details - Reading Informational Text Standard 2

CCR Anchor Standard: "Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas."

<table>
<thead>
<tr>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
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<th>Grade 4</th>
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<th>Grade 6</th>
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<th>Grade 8</th>
<th>Grade 9-10</th>
<th>Grade 11-12</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL.03.RE.26 Distinguish the main idea and supporting details in informational text.</td>
<td>EL.04.RE.24 Identify the main idea of a passage when it is not explicitly stated.</td>
<td>EL.05.RE.24 Draw inferences, conclusions, or generalizations about main ideas in text, and support them with factual evidence and prior knowledge.</td>
<td>EL.06.RE.23 Infer the main idea when it is not explicitly stated, and support with evidence from the text.</td>
<td>EL.07.RE.23 Infer the main idea when it is not explicitly stated, and support with evidence from the text.</td>
<td>EL.08.RE.23 Infer the main idea when it is not explicitly stated, and support with evidence from the text.</td>
<td>EL.09.RE.23 Infer the main idea when it is not explicitly stated, and support with evidence from the text.</td>
<td>EL.10.RE.23 Infer the main idea when it is not explicitly stated, and support with evidence from the text.</td>
<td>EL.HS.RE.25 Infer the main idea when it is not explicitly stated, and support with evidence from the text.</td>
<td>EL.HS.RE.25 Infer the main idea when it is not explicitly stated, and support with evidence from the text.</td>
<td>Identical standards at grades 6 - 11/12</td>
<td></td>
</tr>
<tr>
<td>EL.03.RE.28 Summarize major points from informational text.</td>
<td>EL.04.RE.20 Identify and summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.</td>
<td>EL.05.RE.21 Recognize and summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports these ideas.</td>
<td>EL.06.RE.19 Identify and summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.</td>
<td>EL.07.RE.18 Identify and summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.</td>
<td>EL.08.RE.17 Identify and summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.</td>
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<td>Identical standards at grades 6 - 11/12</td>
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<tr>
<td>No corresponding Oregon standards.</td>
<td>No corresponding Oregon standards.</td>
<td>No corresponding Oregon standards.</td>
<td>Oregon's cover all elements of the CCSS.</td>
<td>Oregon's cover all elements of the CCSS.</td>
<td>Oregon's cover all elements of the CCSS except &quot;distinct from personal opinions.&quot;</td>
<td>Oregon's cover all elements of the CCSS except an analysis of the development and objective summary.</td>
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<td>Oregon's cover all elements of the CCSS except an analysis of the development and objective summary.</td>
<td>Oregon's cover all elements of the CCSS except an analysis of the development and objective summary.</td>
<td>No Oregon standards at grades 11/12</td>
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</tbody>
</table>

Summary Analysis

- CCSSs call for identification of the main idea starting in grade K; Oregon's standards begin addressing main idea in grade 3.
- Beginning in grade 6, the CCSSs call for students to separate their own opinions and provide an objective summary, which Oregon's standards do not address.
- Beginning in grade 7, the CCSSs call for student to analyze the development of the central idea, which Oregon's standards do not address.

Implications for Implementation

Gaps

- CCSSs call for identification of the main idea starting in grade K; Oregon's standards begin addressing main idea in grade 3.
- Beginning in grade 6, the CCSSs call for students to separate their own opinions and provide an objective summary, which Oregon's standards do not address.
- Beginning in grade 7, the CCSSs call for student to analyze the development of the central idea, which Oregon's standards do not address.

Implications for Implementation

- Central idea is addressed starting at grade K.
- Development of the central idea is addressed starting at grade 7.
- Objective summary is addressed starting at grade 7.

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### CCR Anchor Standard: “Analyze how and why individuals, events, and ideas develop and interact over the course of a text.”

<table>
<thead>
<tr>
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<th>Grade 1</th>
<th>Grade 2</th>
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<th>Grade 8</th>
<th>Grade 9-10</th>
<th>Grade 11-12</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>CCR Anchor Standards</strong></td>
<td><strong>Common Core State Standards</strong></td>
<td><strong>Oregon ELA Standards</strong></td>
<td><strong>Summary Analysis</strong></td>
<td><strong>Gaps</strong></td>
<td><strong>Implications for Implementation</strong></td>
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<tr>
<td>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td><strong>EL.02.RE.03</strong> Distinguish cause-and-effect and fact and opinion.</td>
<td><strong>EL.04.RE.02</strong> Distinguish cause-and-effect and between fact and opinion in expository text.</td>
<td><strong>EL.04.RE.04</strong> Make connections to text, within text, and among texts across the subject areas.</td>
<td><strong>No corresponding Oregon standards at grade K.</strong></td>
<td><strong>CCSS Reading Standard 3 focuses on a part/whole analysis of a variety of elements in a text. This is addressed in Oregon Literary Text Standards as it is applied to elements of fiction (plot, setting, character, theme, etc.). However, there are no corresponding Oregon Informational Text standards. The closest is the statement to “make connections… within text” at various levels.</strong></td>
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<tr>
<td>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-and-effect.</td>
<td><strong>EL.05.RE.27</strong> Draw conclusions about whether portions of the passage are facts or opinions.</td>
<td><strong>EL.07.RE.22</strong> Identify and trace the development of an author’s argument, point of view, or perspective in a specific text through a graphic organizer or a summary.</td>
<td><strong>EL.07.RE.04</strong> Make connections to text, within text, and among texts across the subject areas.</td>
<td><strong>No corresponding Oregon standards at grade 1.</strong></td>
<td><strong>No Oregon standards at grades 11/12</strong></td>
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<td>3. Explain the interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
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<td>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</td>
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<td><strong>No corresponding Oregon standards at grade 2.</strong></td>
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<td>3. 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).</td>
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<td><strong>No Oregon standards at grades 2/3.</strong></td>
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<td>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</td>
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<td><strong>No Oregon standards at grades 3/4.</strong></td>
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<td>3. Explain events, scientific ideas or concepts in a historical, scientific, or technical text, using language that pertains to time, sequence, and cause-and-effect.</td>
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<td><strong>No Oregon standards at grades 4/5.</strong></td>
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<tr>
<td>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
<td><strong>EL.06.RE.04</strong> Make connections to text, within text, and among texts across the subject areas.</td>
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<td><strong>No Oregon standards at grades 5/6.</strong></td>
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<tr>
<td>3. Analyze the development of an author’s argument, point of view, or perspective in a specific text through a graphic organizer or a summary.</td>
<td><strong>EL.08.RE.04</strong> Make connections to text, within text, and among texts across the subject areas.</td>
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<td><strong>No Oregon standards at grades 6/7.</strong></td>
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<tr>
<td>3. Analyze how the author unfolds an argument, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</td>
<td><strong>EL.HS.RE.03</strong> Make connections that are closer to the specific ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</td>
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<td></td>
<td><strong>No Oregon standards at grades 7/8.</strong></td>
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</tbody>
</table>

**Connections are emphasized starting at grade K.**

**These standards appear to be Oregon’s closest ones, but they address a much smaller focus, and are closer to the CCSS evaluate argument standard.**

**Connections begin in grade 4.**

**These are the same across several grade levels do not become more specific than “make connections.”**

**Implications for Implementation**

- CCSS Reading Standard 3 focuses on a part/whole analysis of a variety of elements in a text. This is addressed in Oregon Literary Text Standards as it is applied to elements of fiction (plot, setting, character, theme, etc.). However, there are no corresponding Oregon Informational Text standards. The closest is the statement to “make connections... within text” at various levels.
**CCSS READING INFORMATIONAL TEXT**

**Craft and Structure - Reading Informational Text Standard 4**

**CCR Anchor Standard:** "Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone."

<table>
<thead>
<tr>
<th>Grade</th>
<th>Common Core State Standards</th>
<th>Oregon ELA Standards</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>4. With prompting and support, ask and answer questions about unknown words in a text.</td>
<td>EL.00.RE.21 Understand, learn, and use new vocabulary that is introduced and taught directly through orally read stories and informational text.</td>
<td>Academic and domain-specific words relevant to grade level subject areas is specified in grades 3-5. Figurative and connotative meanings begin in grade 6.</td>
</tr>
<tr>
<td>1</td>
<td>4. Use and answer questions to help determine or clarify the meaning of words and phrases in a text.</td>
<td>EL.01.RE.15 Understand, learn, and use new vocabulary that is introduced and taught directly through orally read stories and informational text as well as student-read stories and informational text.</td>
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<td>2</td>
<td>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 2 topic or subject area.</td>
<td>EL.02.RE.13 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.</td>
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<td>3</td>
<td>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 3 topic or subject area.</td>
<td>EL.03.RE.14 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.</td>
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<td>4</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
<td>EL.04.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.</td>
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<tr>
<td>5</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
<td>EL.05.RE.11 Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony which define a writer's style, and use those elements to analyze and evaluate the work.</td>
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<td>6</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
<td>EL.06.RE.12 Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts.</td>
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<td>7</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
<td>EL.07.L.14 Identify the impact of word choice and figurative language on tone, mood, and theme.</td>
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<td>8</td>
<td>4. 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 (e.g., how the language of a court opinion differs from that of a newspaper).</td>
<td>EL.08.RE.11 Identify various literary devices, including figurative language, imagery, allusion, and symbolism; evaluate the significance of the devices, and explain their appeal.</td>
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<td>9</td>
<td>4. 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 (e.g., how the language of a court opinion differs from that of a newspaper).</td>
<td>EL.09.RE.11 Identify unique and special characteristics and conventions of a variety of genres, and analyze the significance of those conventions.</td>
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<tr>
<td>10</td>
<td>4. 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 (e.g., how the language of a court opinion differs from that of a newspaper).</td>
<td>EL.10.RE.11 Identify unique and special characteristics and conventions of a variety of genres, and analyze the significance of those conventions.</td>
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<td>11-12</td>
<td>4. 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 (e.g., how the language of a court opinion differs from that of a newspaper).</td>
<td>EL.11.RE.11 Identify unique and special characteristics and conventions of a variety of genres, and analyze the significance of those conventions.</td>
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</table>
## Summary Analysis

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9-10</th>
<th>Grade 11-12</th>
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<tbody>
<tr>
<td>Oregon's cover the elements of the CCSS.</td>
<td>Oregon's cover the elements of the CCSS.</td>
<td>Oregon's cover the elements of the CCSS.</td>
<td>Oregon's cover the elements of the CCSS.</td>
<td>Oregon's cover the elements of the CCSS.</td>
<td>Oregon's cover the elements of the CCSS. except connotative and technical meanings.</td>
<td>Good match to the first part of the CCSS. Oregon Informational Text standards do not include analysis of the impact of word choice, but they are included in Oregon Literary Text at grades 9/10. Oregon's standards do not include technical language until grades 9/10. Allusions are not specifically addressed in Oregon standards.</td>
<td>Oregon's cover the first part of the CCSS only. Oregon Informational Text standards do not include analysis of the impact of word choice, but they are included in Oregon Literary Text at grades 9/10. Allusions are not specifically addressed in Oregon standards.</td>
<td>Oregon's cover the elements of the CCSS.</td>
<td>No Oregon standards.</td>
</tr>
</tbody>
</table>

### Notes
- CCSSs include literary non-fiction in Informational Text. Oregon standards included it in Literary Text.
- There is overlap between CCSS Reading Standard 4 (Craft and Structure) and CCSS Language Standards 4, 5, and 6 (Vocabulary Acquisition and Use).
  - The Reading Standards 4 build toward students' ability to respond to, analyze, and evaluate the author's craft;
  - The Language Standards 4, 5, and 6 emphasize students' ability to acquire and use language themselves.

### Gaps
- CCSSs begin "connotative and technical meanings" at grade 6. Oregon's include them only at grades 9/10.
- CCSSs include analysis of the impact of word choice at grades 7, 8, 9/10, and 11/12. Oregon's standards include this only at grade 9/10.
- CCSSs include allusions at grade 8. Oregon's do not address them specifically.

### Implications for Implementation
-
### Common Core State Standards

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<th>8</th>
<th>9-10</th>
<th>11-12</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td>Identify the front cover, back cover, and title page of a book.</td>
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<td>5.</td>
<td>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</td>
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<td>6.</td>
<td>Use text features and search tools (e.g., key captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate information relevant to a given topic efficiently.</td>
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<td>7.</td>
<td>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
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<td>8.</td>
<td>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</td>
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<td>9.</td>
<td>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</td>
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<td>10.</td>
<td>Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</td>
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<td>11.</td>
<td>Analyze in depth how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</td>
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### Oregon ELA Standards

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<tr>
<th>Grade</th>
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<th>6</th>
<th>7</th>
<th>8</th>
<th>9-10</th>
<th>11-12</th>
<th>Comments</th>
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<tbody>
<tr>
<td>12.</td>
<td>Identify and analyze text that uses sequence or other logical order (explain how informational text is different from a story).</td>
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<td>13.</td>
<td>Identify and analyze text that uses information in print (e.g., headings and subheadings) to strengthen comprehension</td>
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<td>14.</td>
<td>Identify and analyze text that uses sequential or logical order.</td>
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<td>15.</td>
<td>Identify and analyze text that uses comparison, contrast, and cause and effect organizational patterns.</td>
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<td>16.</td>
<td>Understand and analyze the differences in structure and purpose between various kinds of texts (e.g., comparing a sequence of events to a series of actions).</td>
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<td>17.</td>
<td>Analyze test to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect).</td>
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</table>

### Summary Analysis

- Oregon's cover all the elements of the CCSS.
- CCSS grade 1 best fits Oregon's standards at grade 2 and 3.
- Organization of text (sequence and logical order) is not introduced in the CCSS until grade 4.
- CCSS includes multiple text features, including electronic.
- CCSS adds revising and editing.
- Oregon's cover all the elements of the CCSS except "learn tools" and relevance and efficiency.
- Oregon's cover all the elements of the CCSS except 8 and 9 standards.
- CCSSs do not include "locate information" standards after grade 4.
- CCSS calls for multiple text with multiple organizational structures, including structures introduced in Oregon's standards at a later grade level.
- Oregon's cover all the elements of the CCSS except for consideration of how the structure contributes to the development of ideas.
- Oregon's call for the identification of one organizational pattern, but do not address the refinement and development of ideas.
- Oregon's call for the analysis of organizational patterns, but do not address the refinement and development of ideas.
- No Oregon standards at grades 11/12.
- Locating information is the focus of grades K - 3, including electronic media.
- Organizational structure begins at grade 4.
- Various aspects of the organization of the text itself is the focus of grades 4 - 11/12.

### DRAFT

CCRS Anchor Standard: “Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.”

Oregon Department of Education

Reading Crosswalk

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Gaps

- CCSSs focus on "use text features ...to locate information" beginning in grade 1 and discontinues it after grade 3. Oregon's begin it in grade 2 and continues it through grade 7.
- CCSSs include electronic media. Oregon's do not.
- CCSSs begin organizational structure in grade 4; Oregon's introduce it earlier, in grade 2. However, at grade 4, the CCSS includes multiple organizational structures (including comparison, cause/effect, problem/solution); Oregon's do not include comparison and cause/effect until grade 6 and do not specifically address problem/solution.
- CCSSs do not include prioritization; Oregon's include it at grade 5.
- CCSSs focus on how the ideas are refined and developed at grades 7 - 11/12. Oregon's are limited to locating information and identifying/analyzing organizational pattern.

Implications for Implementation

-
### CCSS Reading Informational Text

#### Craft and Structure - Reading Informational Text Standard 6

**CCR Anchor Standard:** "Assess how point of view or purpose shapes the content and style of a text."

<table>
<thead>
<tr>
<th>Common Core State Standards</th>
<th>Oregon ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL.03.RE.23 Use knowledge of the author’s purpose to comprehend informational text.</td>
<td>EL.00.RE.26 Locate the title and the name of the author of a book.</td>
</tr>
<tr>
<td>EL.04.RE.25 Determine the author’s purpose and relate it to details in the text.</td>
<td>EL.01.RE.30 Locate the title, name of author, name of illustrator, and table of contents.</td>
</tr>
<tr>
<td>EL.05.RE.26 Determine the author’s overall purpose as well as the author’s placement and inclusion of specific information in the text.</td>
<td>EL.04.RE.20 Distinguish text that is biographical and autobiographical.</td>
</tr>
<tr>
<td>EL.06.RE.24 Draw conclusions about the author’s perspective influences the text.</td>
<td>EL.04.RE.20 Determine an author’s implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.</td>
</tr>
<tr>
<td>EL.07.RE.24 Determine the author’s purpose and perspective and relate them to specific details in the text.</td>
<td>Extended response required only at grade 8.</td>
</tr>
<tr>
<td>EL.08.RE.22 Determine the author’s purpose based on evidence in the text.</td>
<td>Extended response required only at grade 8.</td>
</tr>
</tbody>
</table>

**Summary/Analysis:**
- Oregon’s cover the elements of the CCSS except illustrator’s role and does not require an extended response ("Write...").
- Oregon’s do not require students to engage in crosswalk matching CCSS grade 2.
- Oregon’s do not call for a comparison or description relative to point of view.
- Oregon’s do not call for a comparison or description relative to point of view.
- Oregon’s do not call for a comparison or description relative to point of view.
- Oregon’s do not call for a comparison or description relative to point of view.

**Gaps:**
- CCSSs call for extended responses at all levels, grades K - 11/12. Oregon’s do not require extended responses relative to point of view until grade 7.
- CCSSs call for the concept of point of view starting at grade 3, including an awareness of one’s own point of view.
- CCSSs call for specific analyses at each grade level (e.g., "how the author distinguishes his or her position from that of others," and "how the author uses rhetoric to advance that point of view or purpose"). Oregon’s are more general and are similar across the grades.
- CCSSs include rhetoric and style at grades 9/10 and 11/12.

**Implications for Implementation:**
- Instructional materials that include texts with specific attributes will be required at various grade levels:
  - Presenting firsthand and secondhand accounts of the same event or topic will be needed at grade 4;
  - Presenting differing points of view on the same topic will be needed at grade 5;
  - In which an author responds to conflicting viewpoints will be needed in grade 8.

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Reading Crosswalk

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<table>
<thead>
<tr>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
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<th>Grade 9-10</th>
<th>Grade 11-12</th>
<th>Comments</th>
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<td>EL.K.RL.6.33</td>
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</tr>
</tbody>
</table>

### Summary Analysis

- No corresponding Oregon standards.
- Oregon's focus on interpreting information while the CCSS calls for the student to explain how images contribute or clarify.
- Oregon's not specifically address illustrations at this grade level.
- Oregon's partially cover the CCSS which includes information presented orally and interactive elements of Web pages.
- CCSS calls for an extended response (students explain, rather than simply locate).
- Oregon's do not address the focus of the CCSS.
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**Please see Research to Build Knowledge in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.**

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Oregon Department of Education

Reading Crosswalk

April 2011

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Gaps
- CCSSs begin charts and graphs in grade 4. Oregon standards include them in grade 3.
- CCSSs focus on the comparing or analyzing, etc. the impacts of various media themselves at grades 7 - 11/12. Oregon has standards relevant to the CCR at grades 7 - 9/10, but the focus is different from the CCSSs at the corresponding grade levels.

Implications for Implementation
- CCSSs require media resources in addition to print: Audio, video, multimedia, digital, animation, interactive Web pages, including collections that address the same topic or tell the same story in different media (grades 6 - 11/12).
### Oregon ELA Standards

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>EL.03.RE.30 Distinguish fact and opinion.</td>
</tr>
<tr>
<td>Grade 1</td>
<td>EL.04.RE.26 Distinguish cause and effect and between cause and effect and between fact and opinion in expository text.</td>
</tr>
<tr>
<td>Grade 2</td>
<td>EL.05.RE.25 Distinguish among facts, supported inferences, and opinions in persuasive text.</td>
</tr>
<tr>
<td>Grade 3</td>
<td>EL.08.RE.22 Analyze how supporting evidence is clearly relevant to claims.</td>
</tr>
<tr>
<td>Grade 4</td>
<td>EL.07.RE.25 Differentiate between instances of argument and opposition.</td>
</tr>
<tr>
<td>Grade 5</td>
<td>EL.09.RE.22 Note and evaluate how evidence supports claims.</td>
</tr>
<tr>
<td>Grade 6</td>
<td>EL.HS.RE.28 Evaluate if and how the author uses authoritative sources to establish credibility for arguments, proposed solutions, or policies.</td>
</tr>
<tr>
<td>Grade 7</td>
<td>EL.HS.RE.26 Evaluate if and how the author uses rhetorical devices to emphasize a claim.</td>
</tr>
<tr>
<td>Grade 8</td>
<td>EL.HS.RE.27 Evaluate if and how the author uses language and tone to persuade an audience.</td>
</tr>
<tr>
<td>Grade 9-10</td>
<td>EL.HS.RE.28 Evaluate if and how the author uses evidence to support claims.</td>
</tr>
<tr>
<td>Grade 11-12</td>
<td>EL.HS.RE.29 Evaluate if and how the author uses authoritative sources to establish credibility for arguments, proposed solutions, or policies.</td>
</tr>
</tbody>
</table>

### Common Core State Standards

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>8. With prompting and support, identify the reasons an author gives to support points in a text.</td>
</tr>
<tr>
<td>Grade 1</td>
<td>8. Identify the reasons an author gives to support specific points in a text.</td>
</tr>
<tr>
<td>Grade 2</td>
<td>8. Describe how reasons and evidence support specific points in a text.</td>
</tr>
<tr>
<td>Grade 3</td>
<td>8. Explain how an author uses reasons and evidence to support particular points in a text.</td>
</tr>
<tr>
<td>Grade 4</td>
<td>8. Trace and evaluate the argument and specific claims in a text, including the reasoning as well as the relevance and sufficiency of the evidence.</td>
</tr>
<tr>
<td>Grade 5</td>
<td>8. Delineate and evaluate the argument and specific claims in a text, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</td>
</tr>
<tr>
<td>Grade 6</td>
<td>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.</td>
</tr>
<tr>
<td>Grade 7</td>
<td>8. Trace 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.</td>
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<tr>
<td>Grade 8</td>
<td>8. Trace 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.</td>
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<tr>
<td>Grade 9-10</td>
<td>8. Differentiate among facts, supported inferences, and opinions in persuasive text.</td>
</tr>
<tr>
<td>Grade 11-12</td>
<td>8. Differentiate among facts, supported inferences, and opinions in persuasive text.</td>
</tr>
</tbody>
</table>

### Integration of Knowledge and Ideas - Reading Informational Text Standard 8

**CCR Anchor Standard:** “Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.”

**Comments:**
- Identification of reasons begins in grade 1, moves to description, explanation (analysis); then evaluation of argument by grade 6.
- In-depth analysis and evaluation of seminal U.S. texts called for at grades 11-12.
- CCSS at grade 3 stands apart from all the others; seems more similar to Reading Informational Text Standard 5 (“Analyze the structure of text...”).
- Extended responses called for starting at grade 2.
- Analyzing and evaluating reasons and evidence is the focus.
### Gaps

- CCSSs begin addressing persuasive text in grade K. Oregon begins in grade 4.
- CCSSs call for extended responses beginning at grade 2 (describing and explaining, then tracing and evaluating). Oregon's call for extended responses beginning in grade 8.
- CCSSs frame the instructional conversation around “reasons and evidence,” gradually progressing to evaluation of soundness, validity, relevance, and sufficiency. Oregon's focus on fact versus opinion and persuasive techniques at grades 3 - 8.

### Implications for Implementation

1. "No corresponding Oregon standards."
2. "Oregon's do not address the focus of the CCSS.
   - CCSS calls for an analysis and explanation. Oregon's call for identification of text type.
3. "Oregon's do not address the focus of the CCSS.
   - Oregon's call for analysis of text type.
4. "Oregon's partially address the CCSS.
   - Both require students to identify support. CCSS calls for analysis and evaluation of the argument as a whole. Oregon's asks students to differentiate among types of support.
5. "Oregon's standard does not ask students to address the soundness, relevance, or sufficiency of support.
   - Oregon's standard focuses on descriptions of poorly supported argument. This is addressed in CCSS Speaking Standard 3 at grades 9-10.
6. "Oregon's standard focuses on descriptions of poorly supported argument. This is addressed in CCSS Reading Informational Text Standard 3 at grades 11-12.
7. "Oregon's standards greatly increase rigor from grade 8 to grades 9-10.
   - The effect of author bias or point of view in Oregon's standard is addressed in CCSS Reading Informational Text Standard 3 at grades 11-12.
8. "No Oregon standards at grades 11/12."
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<th>Grade 9/10</th>
<th>Grade 11-12</th>
<th>Comments</th>
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<tr>
<td>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
<td>EL.02.EL.31 Connect and compare information across selections.</td>
<td>EL.02.RE.24 Compare and contrast information on the same topic across several passages or articles.</td>
<td>EL.02.RE.25 Make connections to text, across the subject areas.</td>
<td>EL.02.RE.26 Synthesize and evaluate information about a particular subject.</td>
<td>EL.03.RE.32 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.</td>
<td>EL.03.RE.42 Identify similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
<td>EL.03.RE.43 Make connections to text, within and among texts across the subject areas.</td>
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<td>EL.03.RE.46 Connect and contrast the presentation of similar themes or topics across literary forms to explain how the selection of form shapes the theme or topic.</td>
<td>EL.03.RE.47 Compare and contrast the presentation of a similar theme or topic across literary forms to explain how the selection of form shapes the theme or topic.</td>
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<td>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
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<td>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>EL.02.EL.31 Connect and compare information across selections.</td>
<td>EL.02.RE.24 Compare and contrast information on the same topic across several passages or articles.</td>
<td>EL.02.RE.25 Make connections to text, across the subject areas.</td>
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<td>9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and about a biography on the same person).</td>
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<td>EL.02.RE.24 Compare and contrast information on the same topic across several passages or articles.</td>
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<td>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.</td>
<td>EL.02.EL.31 Connect and compare information across selections.</td>
<td>EL.02.RE.24 Compare and contrast information on the same topic across several passages or articles.</td>
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<td>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</td>
<td>EL.02.EL.31 Connect and compare information across selections.</td>
<td>EL.02.RE.24 Compare and contrast information on the same topic across several passages or articles.</td>
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<td>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</td>
<td>EL.02.EL.31 Connect and compare information across selections.</td>
<td>EL.02.RE.24 Compare and contrast information on the same topic across several passages or articles.</td>
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</table>

**CCR Anchor Standard:** "Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the authors the take.”
**Summary Analysis**

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<tr>
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<th>Grade 4</th>
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<th>Grade 9-10</th>
<th>Grade 11-12</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>- No corresponding Oregon standards.</td>
<td>- No corresponding Oregon standards.</td>
<td>- Good match at grade 4. Both standards require extended response.</td>
<td>- Multiple texts on the same topic seem to be implied in the Oregon standards.</td>
<td>- No corresponding Oregon standards.</td>
<td>- Oregon's covers the elements of the CCSS.</td>
<td>- Oregon's standards focus on the information while the CCSS focuses on the presentation.</td>
<td>- CCSS is more specific. Oregon's standards do not specifically address the authors' emphasis on evidence or interpretation of facts.</td>
<td>- CCSS specifically calls for texts with conflicting facts or interpretations. Oregon's are general, and EL.ER.RE.26 matches better with CCSS grades 6 or 8 (presentation).</td>
<td>- CCSS specifies the type and level of text where Oregon's do not. Oregon's standard addressing multiple works by the same author is not addressed specifically in the CCSS.</td>
<td>- No Oregon standards at grades 11/12.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes**
- Literary non-fiction forms (e.g., biography, essay), have been included in Oregon's standards for literary text but are now included in the CCSS informational text standards.
- The range of informational text enumerated in the CCSS document for grades K-5 includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics.
- The range of literary nonfiction enumerated in the CCSS document for grades 6-12 "includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience."

**Gaps**
- CCSSs begins specific comparison of texts in grade K. Oregon begins it ("connect") more generally in grade 2.
- CCSSs call for particularly challenging text types at grades 9/10 ("seminal U.S. documents of historical and literary significance") and 11/12 ("seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance"). Oregon's have no comparable specification.

**Implications for Implementation**
- Instructional materials that include
  - two or more informational texts on the same topic will be needed grades K - 11/12;
  - informational texts with conflicting information and/or interpretations at grade 8;
  - "seminal U.S. documents of historical and literary significance" at grades 9/10;
  - "seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance" at grades 11/12.
- Multiple informational texts dealing with the same topic by the same author are no longer specifically required at grades 9/10.

Oregon Department of Education  
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Common Core State Standards

EL.00.RE.19 Listen to and experience a wide variety of oral literature, including alphabet books, informational stories, classic and contemporary literature, and nursery rhymes.

EL.01.Rh.10 Head or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

EL.08.RE.03 Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text, including children’s magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.

EL.06.RE.03 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazine, newspapers, reference materials, and online information. ‘Suggested grade-level target for reading ON OWN: Fifth Grade: 625,000 words annually.’

EL.07.RE.05 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazine, newspapers, reference materials, and online information. ‘Suggested grade-level target for reading ON OWN: Fifth Grade: 750,000 words annually.’

EL.10.RE.16 Read technical directions; procedures; technical drawings; biographical sketches; letters, diaries, directions; procedures; magazine; essays; primary source historical documents; editorial; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.

EL.10.RE.17 Read technical drawings; biographical sketches; letters, diaries, directions; procedures; magazine; essays; primary source historical documents; editorial; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.