Writing Standards 1 - 10, Grades K - 11/12

College and Career Readiness Anchor Standards for Writing

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 and grade-specific 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.

Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.
INTRODUCTION

Oregon Common Core State Standards (CCSS) English Language Arts (ELA) Crosswalk

Transitionaling 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 work place.

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 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
- Reading CCRs
- Language CCRs
- Literature Standards (CCSS)
- Informational Text Standards (CCSS)
- Writing CCRs
- Writing Standards (CCSS)
- Speaking and Listening CCRs
- Speaking and Listening 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 reordered.) 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 Fimentel 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 (NWRCC), 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 WRITING

Text Types and Purposes* - Writing Standard 1

CCR Anchor Standard: "Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence."

<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>
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</thead>
<tbody>
<tr>
<td>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about, state an opinion, include reasons, supply a reason for the opinion, and provide some sense of closure.</td>
<td>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</td>
<td>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, support a reason for the opinion, and provide some sense of closure.</td>
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**Common Core State Standards**

- **Writing Crosswalk**
- **April 2011**

**Oregon Department of Education**
<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>
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<tbody>
<tr>
<td>EL.04.WR.01 Write persuasive compositions to convince the reader to take a certain action or to avoid a certain action.</td>
<td>EL.04.WR.02 Write persuasive compositions:</td>
<td>EL.04.WR.03 Write persuasive compositions:</td>
<td>EL.04.WR.04 Write persuasive compositions:</td>
<td>EL.04.WR.05 Write persuasive compositions:</td>
<td>EL.05.WR.04 Write persuasive compositions:</td>
<td>EL.06.WR.04 Write persuasive compositions:</td>
<td>EL.07.WR.04 Write persuasive compositions:</td>
<td>EL.08.WR.04 Write persuasive compositions:</td>
<td>[Draft Writing Standards: Persuasive Writing]</td>
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<td>EL.05.WR.05 Write research reports:</td>
<td>EL.05.WR.06 Write research reports:</td>
<td>EL.05.WR.07 Write research reports:</td>
<td>EL.05.WR.08 Write research reports:</td>
<td>EL.05.WR.09 Write research reports:</td>
<td>EL.05.WR.010 Write research reports:</td>
<td>EL.05.WR.011 Write research reports:</td>
<td>EL.05.WR.012 Write research reports:</td>
<td>[Draft Writing Standards: Research Reports]</td>
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<td>EL.06.WR.09 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.06.WR.10 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.06.WR.11 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.06.WR.12 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.06.WR.13 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.06.WR.14 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.06.WR.15 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.06.WR.16 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>[Draft Writing Standards: Expository Writing, Research Reports]</td>
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<td>EL.07.WR.04 Write assistance, write for different purposes and to a specific audience or person.</td>
<td>EL.07.WR.05 Write assistance, write for different purposes and to a specific audience or person.</td>
<td>EL.07.WR.06 Write assistance, write for different purposes and to a specific audience or person.</td>
<td>EL.07.WR.07 Write assistance, write for different purposes and to a specific audience or person.</td>
<td>EL.07.WR.08 Write assistance, write for different purposes and to a specific audience or person.</td>
<td>EL.07.WR.09 Write assistance, write for different purposes and to a specific audience or person.</td>
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<td>[Draft Writing Standards: Expository Writing, Research Reports]</td>
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<td>EL.08.WR.09 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.08.WR.10 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.08.WR.11 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.08.WR.12 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.08.WR.13 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.08.WR.14 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.08.WR.15 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.08.WR.16 Develop an idea with an identifiable beginning, middle, and end.</td>
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<td>EL.09.WR.13 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.09.WR.14 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.09.WR.15 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.09.WR.16 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>[Draft Writing Standards: Expository Writing, Research Reports]</td>
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<td>EL.10.WR.09 Develop an idea with an identifiable beginning, middle, and end.</td>
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<td>EL.10.WR.15 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>EL.10.WR.16 Develop an idea with an identifiable beginning, middle, and end.</td>
<td>[Draft Writing Standards: Expository Writing, Research Reports]</td>
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<td>Standard</td>
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<td>EL.01.WR.06</td>
<td>Use descriptive words when writing.</td>
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<td>EL.02.WR.08</td>
<td>Use word choice to achieve clarity of meaning and to enhance flow and rhythm.</td>
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<td>EL.07.WR.14</td>
<td>To indicate clearly the relationship between ideas, use subordination, coordination, appositives, and other devices.</td>
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<td>EL.08.WR.15</td>
<td>To present a lively and effective personal style, use varied sentence types (simple, compound, complex) and sentence openings.</td>
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<td>EL.02.WR.11</td>
<td>To develop and cohere?</td>
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<td>EL.03.WR.12</td>
<td>To develop and cohere?</td>
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<tr>
<td>EL.04.WR.16</td>
<td>To achieve clarity of meaning and to enhance flow and rhythm, use effective coordination and subordination of ideas— including both main ideas and supporting ideas in separate sentences.</td>
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<td>EL.05.WR.13</td>
<td>To support claims with anecdotes (first-person accounts), descriptions, facts and statistics, and/or specific examples.</td>
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</tbody>
</table>
**Summary Analysis**

<table>
<thead>
<tr>
<th>Grade</th>
<th>CCSSs Call for</th>
<th>Oregon's Call for</th>
<th>Implications for Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>for students to compose opinion pieces.</td>
<td>Oregon's do not call for students to compose opinion pieces.</td>
<td>CCSSs call for students to begin composing opinion pieces at grade K. Oregon's do not call for this until grade 4.</td>
</tr>
<tr>
<td>Grade 1</td>
<td>for students to write opinion pieces or use linking words.</td>
<td>Oregon's do not call for students to write opinion pieces or use linking words.</td>
<td>CCSSs call for students to begin using linking words (e.g., because, and, also) at grade 2. Oregon's do not call for this until grade 4.</td>
</tr>
<tr>
<td>Grade 2</td>
<td>for students to write opinion pieces or use linking words and phrases.</td>
<td>Oregon's do not call for students to write opinion pieces or use linking words and phrases.</td>
<td>CCSSs call for students to create an organizational structure that groups related ideas at grade 4. Oregon's call for &quot;sequence or chronology&quot; only.</td>
</tr>
<tr>
<td>Grade 3</td>
<td>for the CCSS by implication; with the exception of grouping related ideas together. Limited to: &quot;sequence or chronological order.&quot;</td>
<td>Oregon's do not cover the CCSS by implication; with the possible exception of &quot;logically ordered reasons.&quot;</td>
<td>CCSSs call for students to use formal style grades 6-11/12. Oregon's do not address this.</td>
</tr>
<tr>
<td>Grade 4</td>
<td>for the CCSS except &quot;formal style.&quot;</td>
<td>Oregon's do not cover the CCSS except &quot;formal style.&quot;</td>
<td>CCSSs call for students to &quot;acknowledge alternate or opposing claims&quot; in grades 7 and 8 and to deal with these in an extended way at grades 9/10. Oregon's do not address this until grades 9/10 and includes only &quot;address counterclaims.&quot;</td>
</tr>
<tr>
<td>Grade 5</td>
<td>for students to &quot;acknowledge alternate or opposing claims.&quot;</td>
<td>Oregon's do not cover &quot;acknowledge alternate or opposing claims.&quot;</td>
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</tr>
<tr>
<td>Grade 6</td>
<td>for students to &quot;acknowledge alternate or opposing claims.&quot;</td>
<td>Oregon's do not address &quot;formal style.&quot;</td>
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</tr>
<tr>
<td>Grade 7</td>
<td>for students to &quot;acknowledge alternate or opposing claims.&quot;</td>
<td>Oregon's do not address &quot;formal style.&quot;</td>
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</tr>
<tr>
<td>Grade 8</td>
<td>for students to &quot;acknowledge alternate or opposing claims.&quot;</td>
<td>Oregon's do not address &quot;formal style.&quot;</td>
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</tr>
<tr>
<td>Grade 9-10</td>
<td>for students to &quot;address counterclaims.&quot;</td>
<td>Oregon's do not specify &quot;substantive topics or texts.&quot;</td>
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</tr>
<tr>
<td>Grade 11-12</td>
<td>No Oregon standards at grades 11/12.</td>
<td>Oregon's do not call for students to deal with &quot;alternate or opposing claims&quot; in an extended way.</td>
<td></td>
</tr>
</tbody>
</table>

**Implications for Implementation**

- CCSSs call for students to begin composing opinion pieces at grade K. Oregon's do not call for this until grade 4.
- CCSSs call for students to begin using linking words (e.g., because, and, also) at grade 2. Oregon's do not call for this until grade 4.
- CCSSs call for students to create an organizational structure that groups related ideas at grade 4. Oregon's call for "sequence or chronology" only.
- CCSSs call for students to use formal style grades 6-11/12. Oregon's do not address this.
- CCSSs call for students to "acknowledge alternate or opposing claims" in grades 7 and 8 and to deal with these in an extended way at grades 9/10. Oregon's do not address this until grades 9/10 and includes only "address counterclaims."
<table>
<thead>
<tr>
<th>Grade</th>
<th>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Introduce a topic and theme, using words and phrases (e.g., another, also, because).</td>
</tr>
<tr>
<td>1</td>
<td>Introduce a topic and theme, using words and phrases (e.g., another, also, because).</td>
</tr>
<tr>
<td>2</td>
<td>Introduce a topic; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td>3</td>
<td>Introduce a topic; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td>4</td>
<td>Introduce a topic; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td>5</td>
<td>Introduce a topic; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td>6</td>
<td>Introduce a topic; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td>7</td>
<td>Introduce a topic; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td>8</td>
<td>Introduce a topic; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td>9-10</td>
<td>Introduce a topic; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td>11-12</td>
<td>Introduce a topic; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
</tbody>
</table>

**Common Core State Standards**

**Writing Crosswalk**

**April 2011**
<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>EL.01.WR.17</td>
<td>EL.02.WR.25</td>
<td>EL.03.WR.25</td>
<td>EL.04.WR.25</td>
<td>EL.05.WR.26</td>
<td>EL.06.WR.25</td>
<td>EL.07.WR.26</td>
<td>EL.08.WR.26</td>
<td>EL.09.WR.26</td>
<td>EL.10.WR.26</td>
<td>EL.11.WR.26</td>
<td>[Formal style and conventions]</td>
</tr>
<tr>
<td>Develop a main idea.</td>
<td>Develop a main idea.</td>
<td>Develop a main idea.</td>
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<td>Develop a main idea.</td>
<td>Develop a main idea.</td>
<td>Develop a main idea.</td>
<td>[Conclusion]</td>
</tr>
<tr>
<td>Provide a concluding statement or section.</td>
<td>Provide a concluding statement or section.</td>
<td>Provide a concluding statement or section.</td>
<td>Provide a concluding statement or section.</td>
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<td>Provide a concluding statement or section.</td>
<td>Provide a concluding statement or section.</td>
<td>[Conclusion]</td>
</tr>
<tr>
<td>EL.02.WR.25 With organizational help, begin writing short informative reports.</td>
<td>EL.03.WR.25 Write descriptive pieces about people, places, things, or events.</td>
<td>EL.04.WR.25 Write informational reports about ideas, issues, or events.</td>
<td>EL.05.WR.26 Write research reports about a familiar object, person, place, or event.</td>
<td>EL.06.WR.25 Write research reports.</td>
<td>EL.07.WR.26 Write research reports.</td>
<td>EL.08.WR.26 Write research reports.</td>
<td>EL.09.WR.26 Write research reports.</td>
<td>EL.10.WR.26 Write research reports.</td>
<td>EL.11.WR.26 Write research reports.</td>
<td>EL.12.WR.26 Write research reports.</td>
<td>[Grades K-3 from Writing Applications: Expository Writing.]</td>
</tr>
<tr>
<td>Use details to support the main idea.</td>
<td>Use details to support the main idea.</td>
<td>Use details to support the main idea.</td>
<td>Use details to support the main idea.</td>
<td>Use details to support the main idea.</td>
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<td>Use details to support the main idea.</td>
<td>Use details to support the main idea.</td>
<td>Use details to support the main idea.</td>
<td>[Grades 4-12 from Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations.]</td>
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<tr>
<td>Add relevant, appropriate information.</td>
<td>Add relevant, appropriate information.</td>
<td>Add relevant, appropriate information.</td>
<td>Add relevant, appropriate information.</td>
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<td>Add relevant, appropriate information.</td>
<td>Add relevant, appropriate information.</td>
<td>[Development]</td>
</tr>
</tbody>
</table>

**Developmental Taxonomy:**

- **Domain:** Writing
- **Grade Levels:** Kindergarten to Grade 12
- **Standards:** Oregon ELA Standards
- **Focus:** Expository Writing
- **Objectives:**
  - Develop a main idea.
  - Provide a concluding statement or section.
  - Use details to support the main idea.
- **Resources:**
  - EL.01.WR.17
  - EL.02.WR.25
  - EL.03.WR.25
  - EL.04.WR.25
  - EL.05.WR.26
  - EL.06.WR.25
  - EL.07.WR.26
  - EL.08.WR.26
  - EL.09.WR.26
  - EL.10.WR.26
  - EL.11.WR.26

**Notes:**

- [Formal style and conventions]
- [Conclusion]
**Summary Analysis**

- **Grade K**
  - EL.02.WR.11 Use correct word order in written sentences.

- **Grade 1**
  - Oregon's do not call for students to compose informative/explanatory texts at grade K.
  - Oregon's cover the elements of the CCSS.
  - Oregon's do not include linking words and phrases.

- **Grade 2**
  - Oregon standards call for descriptive writing at grade 3.
  - Oregon's do not address grouping related information together, illustrations, or definitions.
  - Oregon's do not include linking words and phrases.
  - Oregon standards call for informative/explanatory writing at grade 4.
  - Oregon's do not address using domain-specific vocabulary.

- **Grade 3**
  - Oregon standards call for expository text types as research reports (see CCSS Writing Standard 7) and responses to literature (see CCSS Writing Standard 9).
  - Oregon's do not address using domain-specific vocabulary.
  - Oregon standards call for expository text types as research reports (see CCSS Writing Standard 7) and responses to literature (see CCSS Writing Standard 9).
  - Oregon's do not address using domain-specific vocabulary.

- **Grade 4**
  - Oregon standards call for expository text types as research reports (see CCSS Writing Standard 7) and responses to literature (see CCSS Writing Standard 9).
  - Oregon's do not address using domain-specific vocabulary.

- **Grade 5**
  - Oregon standards call for expository text types as research reports (see CCSS Writing Standard 7) and responses to literature (see CCSS Writing Standard 9).
  - Oregon's do not address using domain-specific vocabulary.

- **Grade 6**
  - Oregon standards call for expository text types as research reports (see CCSS Writing Standard 7) and responses to literature (see CCSS Writing Standard 9).
  - Oregon's do not address using domain-specific vocabulary.

- **Grade 7**
  - Oregon standards call for expository text types as research reports (see CCSS Writing Standard 7) and responses to literature (see CCSS Writing Standard 9).
  - Oregon's do not address using domain-specific vocabulary.

- **Grade 8**
  - Oregon standards call for expository text types as research reports (see CCSS Writing Standard 7) and responses to literature (see CCSS Writing Standard 9).
  - Oregon's do not address using domain-specific vocabulary.

- **Grade 9-10**
  - Oregon standards specify expository text types as research reports (see CCSS Writing Standard 7) and responses to literature (see CCSS Writing Standard 9).
  - Oregon's do not specify "complex" ideas or "important" connections; "sufficient" facts.
  - Oregon's do not address using domain-specific vocabulary.

- **Grade 11-12**
  - Oregon standards specify expository text types as research reports (see CCSS Writing Standard 7) and responses to literature (see CCSS Writing Standard 9).
  - Oregon's do not address using domain-specific vocabulary.
  - Oregon's do not address formal style

**Implications for Implementation**

- CCSSs call for students to begin composing informative/explanatory texts at grade K. Oregon's begin this in grade 1.
- CCSSs call for students to use illustrations, formatting, multimedia starting at grade 3 (with illustrations). Oregon's do not include similar elements until grade 8.
- CCSSs call for students to use "domain-specific vocabulary" beginning in grade 4. Oregon's do not address this.
- CCSSs call for students to use a formal style. Oregon's do not include reference to formal style.
- CCSSs raise the level of rigor significantly from grade 8 to grade 9/10 by specifying "complex" ideas, "important" connections, and "sufficient" support.

**Notes**

- Oregon's call for students to use "domain-specific vocabulary" in grade 3, but Oregon's does not call for students to use "domain-specific vocabulary" in grade 4.
- Oregon's do not call for students to use "domain-specific vocabulary" in grades 5-10.
- Oregon's do not call for students to use "domain-specific vocabulary" in grade 11-12.

**Appendix A** for definitions of key writing types.

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**DRAFT**

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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>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9-10</th>
<th>Grade 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL.02.WR.11 Use correct word order in written sentences.</td>
<td>Oregon standards call for descriptive writing at grade 3.</td>
<td>Oregon's do not address grouping related information together, illustrations, or definitions.</td>
<td>Oregon's do not include linking words and phrases.</td>
<td>Oregon standards call for informative/explanatory writing at grade 4.</td>
<td>Oregon's do not address using domain-specific vocabulary.</td>
<td>Oregon standards call for expository text types as research reports (see CCSS Writing Standard 7) and responses to literature (see CCSS Writing Standard 9).</td>
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</tr>
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</table>

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.**

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**Implications for Implementation**

- CCSSs call for students to begin composing informative/explanatory texts at grade K. Oregon's begin this in grade 1.
- CCSSs call for students to use illustrations, formatting, multimedia starting at grade 3 (with illustrations). Oregon's do not include similar elements until grade 8.
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- CCSSs raise the level of rigor significantly from grade 8 to grade 9/10 by specifying "complex" ideas, "important" connections, and "sufficient" support.
### Writing Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<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>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use a combination of drawing, dictating, and writing to narrate a single event or several closely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</td>
<td>a. Use a combination of drawing, dictating, and writing to narrate a single event or several closely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</td>
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</tr>
<tr>
<td>b. Orient the reader by establishing a setting and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
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<td>b. Orient the reader by establishing a setting and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
</tr>
<tr>
<td>c. Use dialogue and actions, thoughts, and feelings to develop and show experiences, events, and/or characters.</td>
<td>c. Use dialogue and actions, thoughts, and feelings to develop and show experiences, events, and/or characters.</td>
<td>c. Use dialogue and actions, thoughts, and feelings to develop and show experiences, events, and/or characters.</td>
<td>c. Use dialogue and actions, thoughts, and feelings to develop and show experiences, events, and/or characters.</td>
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<td>c. Use dialogue and actions, thoughts, and feelings to develop and show experiences, events, and/or characters.</td>
<td>c. Use dialogue and actions, thoughts, and feelings to develop and show experiences, events, and/or characters.</td>
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<tr>
<td>d. Use concrete words and phrases; sensory details to convey experiences and events precisely.</td>
<td>d. Use concrete words and phrases; sensory details to convey experiences and events precisely.</td>
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<td>d. Use concrete words and phrases; sensory details to convey experiences and events precisely.</td>
<td>d. Use concrete words and phrases; sensory details to convey experiences and events precisely.</td>
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<tr>
<td>e. Provide a conclusion that follows from the narrated experiences or events.</td>
<td>e. Provide a conclusion that follows from the narrated experiences or events.</td>
<td>e. Provide a conclusion that follows from the narrated experiences or events.</td>
<td>e. Provide a conclusion that follows from the narrated experiences or events.</td>
<td>e. Provide a conclusion that follows from the narrated experiences or events.</td>
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</tr>
<tr>
<td>Grade K</td>
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<td>Grade 4</td>
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<tr>
<td>EL.02.WR.11 Use correct word order in written sentences.</td>
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<td>EL.04.WR.14 Create interesting sentences using a variety of sentence patterns by selecting words that describe, explain, or provide additional detail and connections.</td>
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<td></td>
<td>EL.06.WR.16 To achieve clarity of meaning and to enhance flow and rhythm, use effective coordination and subordination of ideas— including both main ideas and supporting ideas in single sentences.</td>
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<td></td>
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<td>EL.08.WR.15 To achieve clarity of meaning and to support meaning, use parallelism in sentence construction--to present items in a series and items juxtaposed for emphasis.</td>
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<td>EL.07.WR.14 To achieve clarity of meaning, properly place modifiers (words or phrases that describe, limit, or qualify another word).</td>
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<td>EL.08.WR.15 To enhance clarity and to support meaning, use parallelism in sentence construction— to present items in a series and items juxtaposed for emphasis.</td>
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<td>EL.09.WR.15 To achieve clarity of meaning and to enhance flow and rhythm, use effective coordination and subordination of ideas— including both main ideas and supporting ideas in single sentences.</td>
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<td>EL.08.WR.16 Vary sentence beginnings by using infinitives (to understand, to learn) and participles (dreaming, chosen, grown).</td>
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<td>EL.08.WR.16 To indicate clearly the relationship between ideas, use subordination, coordination, appositives, and other devices.</td>
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</tr>
<tr>
<td><strong>Summary of Analysis</strong></td>
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<td></td>
<td><em>Oregon's cover part of the CCSS, but not &quot;order in which they occurred&quot; and a &quot;reaction.&quot;</em></td>
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<td><em>Oregon's cover part of the CCSS, but not &quot;temporal words&quot; or &quot;closure.&quot;</em></td>
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<td><em>Oregon's address the CCSS, but does not include specific items</em></td>
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<td><em>narrator and/or character</em></td>
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<td><em>dialogue</em></td>
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<td><em>characters' responses</em></td>
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<td><em>temporal words</em></td>
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<td><em>closure</em></td>
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<td></td>
<td><em>Oregon's do not include dialogue, pacing, characters' responses</em></td>
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<td><em>Oregon's do not include character development, conclusion.</em></td>
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<td><em>Oregon's do not include transitions.</em></td>
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<td><em>Oregon's do not include development.</em></td>
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<td><em>Oregon's do not include CCSS.</em></td>
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<td><em>Oregon's do not include the CCSS.</em></td>
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<td><em>No Oregon standards at grades 11/12.</em></td>
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</table>

**Implications for Implementation**
- CCSS call for students to use temporal words and phrases beginning in grade 1 and other transitions beginning at grade 4. Oregon's do not address temporal words and do not include transitions for narrative writing at every grade.
- CCSSs call for students to establish closure or a conclusion in their narratives beginning in grade 1. Although Oregon's standards relating to narratives do not include this at all grades, it is included and emphasized in the expository writing standards.
- CCSSs call for dialogue beginning in grade 3. Oregon's do not include this until grade 7.

"These broad types of writing include many subgenres. See Appendix A for definitions of key writing types."
### CCR Anchor Standard: “Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.”

<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>
</tr>
</thead>
<tbody>
<tr>
<td>1. (begins in grade 3)</td>
<td>2. (begins in grade 3)</td>
<td>3. (begins in grade 3)</td>
<td>4. Produce clear and coherent writing in which the development and organization are appropriate to task and purpose.</td>
<td>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</td>
<td>4. Produce clear and coherent writing in which the development and organization, and style are appropriate to task, purpose, and audience.</td>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
</tbody>
</table>

#### Common Core State Standards

- **CCR Anchor**
- **Production and Distribution of Writing**
- **CCSS WRITING**
- **Summary Analysis**
- **Oregon ELA Standards**

#### Oregon ELA Standards

- **EL.01.WR.01** Write with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **EL.02.WR.02** Write with guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience.
- **EL.03.WR.03** Write with guidance and support from adults, produce writing in which the development and organization, and style are appropriate to task, purpose, and audience.

- **EL.04.WR.04** Write with guidance and support from adults, produce writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Notes

- This standard references Writing Standards 1 - 3 for grade-specific expectations.

#### Implications for Implementation
EL.03.WR.01 Identify a topic when writing.

EL.03.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.03.WR.03 Identify a focus when writing.

EL.03.WR.04 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.04.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.05.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.06.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.07.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.08.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.09.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.10.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.11.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.12.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.13.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.14.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.15.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.16.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.17.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.18.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.19.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.20.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.
<table>
<thead>
<tr>
<th>Grade K</th>
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<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>EL.01.WR.04</td>
<td>Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.</td>
<td>EL.02.WR.05</td>
<td>Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.</td>
<td>EL.03.WR.05</td>
<td>Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.</td>
<td>EL.04.WR.05</td>
<td>Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.</td>
<td>EL.05.WR.05</td>
<td>Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.</td>
<td>EL.06.WR.05</td>
<td>Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.</td>
</tr>
<tr>
<td>EL.02.WR.03</td>
<td>With assistance, revise original drafts to improve sequence and provide more descriptive detail.</td>
<td>EL.02.WR.05</td>
<td>With assistance, revise writing for others to read improving the focus and progression of ideas.</td>
<td>EL.03.WR.05</td>
<td>Revise drafts by combining and moving sentences and paragraphs to improve the focus and progression of ideas.</td>
<td>EL.04.WR.05</td>
<td>Revise drafts to improve the organization and consistency of ideas within and between paragraphs.</td>
<td>EL.05.WR.05</td>
<td>Revise drafts to improve the organization and word order after checking the logic of the ideas and the precision of the vocabulary.</td>
<td>EL.06.WR.05</td>
<td>Revise drafts for word choice, appropriate organization, consistent point of view and transitions between paragraphs, passages, and ideas.</td>
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<tr>
<td>EL.02.WR.04</td>
<td>With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.</td>
<td>EL.02.WR.06</td>
<td>With guidance, proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of connections of specific errors.</td>
<td>EL.03.WR.06</td>
<td>Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of connections of specific errors.</td>
<td>EL.04.WR.06</td>
<td>Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of connections of specific errors.</td>
<td>EL.05.WR.06</td>
<td>Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of connections of specific errors.</td>
<td>EL.06.WR.06</td>
<td>Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of connections of specific errors.</td>
</tr>
<tr>
<td>EL.02.WR.07</td>
<td>Present and discuss own writing with other students, and respond helpful to other students' compositions.</td>
<td>Oregon's do not call for a written work as the CCSS idea.</td>
<td>Oregon's cover all elements of CCSS.</td>
<td>Oregon's cover all elements of CCSS.</td>
<td>Oregon's cover all elements of CCSS.</td>
<td>Oregon's cover all elements of CCSS.</td>
<td>Oregon's cover all elements of CCSS except CCSS adds a focus on audience &amp; purpose.</td>
<td>Oregon's cover all elements of CCSS except CCSS adds a focus on audience &amp; purpose.</td>
<td>Oregon's cover all elements of CCSS.</td>
<td>Oregon's do not call for a written work as the CCSS idea.</td>
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**Notes**

- **These CCSSs call for editing for conventions to demonstrate command of Language standards 1 - 3 at each corresponding grade level.**
  - Language Standard 1 - grammar and usage.
  - Language Standard 2 - capitalization, punctuation and spelling.
  - Language Standard 3 - knowledge of language (sentence patterns, word choice, syntax, style, etc.)

**Gaps**

- CCSSs are stated more generally and build by adding specific focus at each grade level. Oregon's are more numerous and detailed, but (except for revision) are identical across the 4 or 6 - 9/10 levels.
- CCSSs call for revision to demonstrate a specific level of command of Language standards (e.g., grammar, punctuation, word choice) at each level. Oregon's do not have corresponding language.

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

**Product and Distribution of Writing - Writing Standard 6**

**CCR Anchor Standard:** *“Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.”*

<table>
<thead>
<tr>
<th>Common Core State Standards</th>
<th>Oregon ELA Standards</th>
<th>Summary Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td>No Oregon standards at grade K related to technology</td>
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<tr>
<td>2. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td>No Oregon standards at grade 1 related to technology</td>
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<tr>
<td>3. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</td>
<td>No Oregon standards at grade 2 related to technology</td>
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<tr>
<td>4. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</td>
<td>No Oregon standards at grade 3 related to technology</td>
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<tr>
<td>5. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</td>
<td>No Oregon standards at grade 4 related to technology</td>
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</table>

**Grade 1**

- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Grade 2**

- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Grade 3**

- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Grade 4**

- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Grade 5**

- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Grade 6**

- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Grade 7**

- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Grade 8**

- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Grade 9-10**

- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Grade 11-12**

- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### Oregon Department of Education

**Summary Analysis**

- No Oregon standards at grade 4 related to technology
- No Oregon standards at grade 5 related to technology
- No Oregon standards at grade 6 related to technology
- No Oregon standards at grade 7 related to technology
- No Oregon standards at grade 8 related to technology
- No Oregon standards at grade 9 related to technology
- No Oregon standards at grade 10 related to technology
- No Oregon standards at grade 11 related to technology
- No Oregon standards at grade 12 related to technology

**Comments**

- Use of digital tools begins in grade K to produce, publish, and collaborate.
- Identical standards at grade K - 2.
- Keyboarding skills begin in grade 3.
- Inclusion of Internet begins in grade 4.
- Identical standards at grades 4, 5, 6 except for minimum number of pages typed in a single sitting.
- Link to other information and display information flexibly and dynamically at grade 9.
- Individual or shared writing products at grades 9/10 and 11/12.

**Standards calling for students to use technology to publish begin at grade 4.**

**Corresponding grade 8 standard is absent.**
Gaps
- CCSSs introduce several standards at an earlier grade than Oregon standards.
  - Use of digital tools/technology at grade K. Oregon standards include these starting at grade 3.
  - Keyboarding skills at grade 3. Oregon standards include these starting at grade 4.
  - Use of technology to publish at grade 3. Oregon standards include these starting at grade 4.
- CCSSs include keyboarding criteria that are omitted in Oregon ELA standards
- CCSSs call for use of technology to collaborate with others. Oregon ELA standards do not address this.

Implications for Implementation
-
Research to Build and Present Knowledge - Writing Standard 7

CCR Anchor Standard: "Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation."

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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<td>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</td>
<td>Participate in shared research and writing projects (e.g., read a number of how-to books on a given topic and use them to write a sequence of instructions).</td>
<td>Conduct short research projects that build knowledge about a topic.</td>
<td>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
<td>Conduct short research projects that answer a question, drawing on several sources and refocusing the inquiry when appropriate.</td>
<td>Conduct short research projects to answer a question, including a self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
<td>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
<td>Research begins in grade K.</td>
<td>Identical standards grade K - 2, with increasingly complex examples.</td>
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</table>

Common Core State Standards

Oregon ELA Standards

EL.00.WR.13 Write (unconventionally) simple messages or instructions.

EL.01.WR.17 Write simple expository descriptions of a real object, person, place, or event using words that help the reader to see, feel, small, taste, and hear what is being described.

EL.01.WR.18 Write simple directions.

EL.01.WR.19 Write guidance, gather information about a topic and sort it into major categories.

EL.02.WR.25 With organizational help, begin writing brief informative reports.

EL.02.WR.27 Post ideas for writing in pictures and/or books.

EL.04.WR.25 Write informational reports:
- Include observations and information from two or more sources.
- Use diagrams, charts, or illustrations that are appropriate to the text.

EL.05.WR.25 Write research reports about issues, events, or issues:
- Include facts and details for focus.
- Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources to locate information to support the topic.

EL.06.WR.25 Write research reports:
- Pose relevant questions that are focused enough to be thoroughly answered in the report.
- Identify credible sources.
- Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as books, newspapers, and magazines, reference books, and online information searches.

EL.08.WR.30 Identify topics; develop high-level questions for inquiry; develop sub-questions to guide research of sub-topics.

EL.08.WR.34 Achieve an effective balance between documented research and information and original ideas.

EL.08.WR.36 Write analytical essays and research reports:
- Gather evidence in support of the main idea, sources, and conclusions, including information on all relevant perspectives.
- Convey information and ideas from primary and secondary sources accurately and precisely.
- Make distinctions between the relative value and significance of specific data, facts, and ideas.
- Include visual aids emphasizing appropriate information and record information on charts, maps, and graphs.

EL.09.WR.30 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium, including interviews, firsthand, and written sources, in print and digital formats, journals, and technical documents.
### Summary

<table>
<thead>
<tr>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Oregon K standards do not address research.</td>
</tr>
<tr>
<td>1</td>
<td>Oregon K standards do not address research.</td>
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<tr>
<td>2</td>
<td>Oregon standards cover all elements of the CCSS except &quot;shared.&quot;</td>
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<tr>
<td>3</td>
<td>Oregon standards cover all elements of the CCSS except &quot;shared.&quot;</td>
</tr>
<tr>
<td>4</td>
<td>Oregon standards cover all elements of the CCSS except &quot;shared.&quot;</td>
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<tr>
<td>5</td>
<td>Oregon standards cover all elements of the CCSS except &quot;different aspects.&quot;</td>
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<tr>
<td>6</td>
<td>Oregon standards cover all elements of the CCSS except &quot;different aspects.&quot;</td>
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<td>7</td>
<td>Oregon standards cover all elements of the CCSS except &quot;refocusing the inquiry.&quot;</td>
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<tr>
<td>8</td>
<td>Oregon standards cover all elements of the CCSS except &quot;further inquiry.&quot;</td>
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<tr>
<td>9-12</td>
<td>Oregon standards cover all elements of the CCSS except &quot;multiple avenues of exploration.&quot;</td>
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<tr>
<td></td>
<td>Oregon standards cover all elements of the CCSS except &quot;narrow or broaden the inquiry.&quot;</td>
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</tbody>
</table>

#### Gaps
- CCSSs begin focusing students on gathering information starting at grade K. Oregon standards at grade 1. CCSSs specify "shared" research and writing projects.
- The CCSSs specify "more sustained research projects" (as well as short) at grades 9/10 and 11/12. (No definition of short or sustained.) Oregon's does not include a reference to length/duration.
- The CCSSs add elements during the research process (refocus the inquiry, generate additional questions, narrow or broaden the inquiry) not addressed in Oregon standards.

### Implications for Implementation
- 
<table>
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<th>Grade 11-12</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RC.K.WR.16 Write informational reports.</strong>&lt;br&gt;Understand the structure&lt;br&gt;and organization of various&lt;br&gt;reference materials (e.g.,&lt;br&gt;dictionaries, thesauruses,&lt;br&gt;encyclopedias, CD-ROMs,&lt;br&gt;and online sources).</td>
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<td><strong>RC.1.WR.29 Use multiple&lt;br&gt;reference materials (e.g.,&lt;br&gt;dictionaries, thesauruses,&lt;br&gt;encyclopedias, online&lt;br&gt;informations) as aids to&lt;br&gt;writing.</strong></td>
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<td><strong>RC.2.WR.30 Use&lt;br&gt;organizational features&lt;br&gt;of printed text to locate&lt;br&gt;relevant information.</strong></td>
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<td><strong>RC.3.WR.31 Understand the&lt;br&gt;organization of various&lt;br&gt;reference materials (e.g.,&lt;br&gt;dictionaries, thesauruses,&lt;br&gt;encyclopedias, CD-ROMs,&lt;br&gt;and online sources).</strong></td>
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<td><strong>RC.4.WR.29 Write&lt;br&gt;research reports about&lt;br&gt;ideas, issues, or events&lt;br&gt;that are focused enough&lt;br&gt;to be thoroughly&lt;br&gt;answered in the report.&lt;br&gt;Identify credible sources.&lt;br&gt;Convey clear and&lt;br&gt;accurate perspectives on&lt;br&gt;the subject.</strong></td>
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<td><strong>RC.5.WR.28 Write&lt;br&gt;research reports about&lt;br&gt;primary, secondary, and&lt;br&gt;other sources while&lt;br&gt;avoiding plagiarism.</strong></td>
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<td><strong>RC.6.WR.27 Write&lt;br&gt;research reports about&lt;br&gt;ideas, issues, or events&lt;br&gt;that are focused enough&lt;br&gt;to be thoroughly&lt;br&gt;answered in the report.&lt;br&gt;Identify credible sources.&lt;br&gt;Convey clear and&lt;br&gt;accurate perspectives on&lt;br&gt;the subject.</strong></td>
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<td><strong>RC.7.WR.26 Write&lt;br&gt;research reports about&lt;br&gt;primary, secondary, and&lt;br&gt;other sources while&lt;br&gt;avoiding plagiarism.</strong></td>
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<td><strong>RC.8.WR.25 Use&lt;br&gt;search terms and&lt;br&gt;advanced searches to&lt;br&gt;locate information and&lt;br&gt;find the flow of ideas,&lt;br&gt;arguments, and conclusions&lt;br&gt;of each source.</strong></td>
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<td><strong>RC.9.WR.24 Use&lt;br&gt;search terms and&lt;br&gt;advanced searches to&lt;br&gt;locate information and&lt;br&gt;find the flow of ideas,&lt;br&gt;arguments, and conclusions&lt;br&gt;of each source.</strong></td>
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<td><strong>RC.10.WR.23 Write&lt;br&gt;research reports about&lt;br&gt;primary, secondary, and&lt;br&gt;other sources while&lt;br&gt;avoiding plagiarism.</strong></td>
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<td>EL.01 WR.19 With guidance, gather information about a topic and sort it into major categories.</td>
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<td>EL.02 WR.27 Find ideas for writing in pictures and/or books.</td>
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<td>EL.04 WR.29 Use note-taking skills.</td>
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<td>EL.05 WR.31 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.</td>
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<td>EL.07 WR.32 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.</td>
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<td>EL.08 WR.31 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.</td>
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<td>EL.05 WR.34 Quote or paraphrase information sources, citing them appropriately (e.g., Works Cited Entries—MLA).</td>
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<td>EL.05 WR.34 Quote or paraphrase information sources, citing them appropriately (e.g., Works Cited Entries—MLA).</td>
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<td>EL.06 WR.34 Quote or paraphrase ideas from resource materials, citing them appropriately (e.g., Works Cited Entries—MLA).</td>
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<td>EL.07 WR.36 Use appropriate methods of citation for quoted as well as paraphrased material (e.g., Works Cited Entries—MLA, Reference Entries—APA).</td>
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<td>EL.08 WR.36 Use appropriate methods of citation for quoted as well as paraphrased material (e.g., Works Cited Entries—MLA, Reference Entries—APA).</td>
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</table>

**Notes**
- Relevant Oregon standards are located in two sections of the writing standards: Writing Applications: Expository Writing; Research Reports/Multi-media Presentations (4-HS) and Research Report Writing.

**Gaps**
- CCSS calls for students to begin taking notes (grade 3) and creating lists of sources (grade 4) a year earlier than Oregon standards.

**Implications for Implementation**
- No Oregon standards at grades 11/12.
## CCSS WRITING

### Research to Build and Present Knowledge - Writing Standard 9

**CCR Anchor Standard: “Draw evidence from literary or informational texts to support analysis, reflection, and research.”**

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<thead>
<tr>
<th>Grade K</th>
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<th>Grade 9-10</th>
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<tbody>
<tr>
<td>a. Apply grade 4</td>
<td>Reading standards to informational texts</td>
<td><em>Demonstrate how two or more characters, settings, or events in a story or drama develop within a larger work.</em></td>
<td><em>Draw evidence from literary or informational texts to support analysis, reflection, and research.</em></td>
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</table>

- **Textual content:**
  - Grade 3: *Responses to literature: b. Apply grade 3 knowledge.*
  - Grade 4: * Responses to literature: b. Apply grade 4 knowledge.*
  - Grade 5: *Responses to literature: b. Apply grade 5 knowledge.*
  - Grade 6: *Responses to literature: b. Apply grade 6 knowledge.*
  - Grade 7: *Responses to literature: b. Apply grade 7 knowledge.*
  - Grade 8: *Responses to literature: b. Apply grade 8 knowledge.*
  - Grade 9-10: *Responses to literature: b. Apply grades 9-10 knowledge.*
  - Grade 11-12: *Responses to literature: b. Apply grades 11-12 knowledge.*

- **Comments:**
  - *No Writing standard 9 in grades K – 3.*
  - *These standards address the written response to the Reading Literature Text standards.*
  - *Examples are all from Reading Informational Text Standard 9.*
  - *“Informational text” specified in grades 4-5.*
  - *“Literary nonfiction” specified in grades 6-11/12.*

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**Common Core State Standards**

### Oregon ELA Standards

- **EL.02. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the literary work.*
  - *Support interpretations through references to the text and prior knowledge.*
  - *Support personal responses to the text supported by reasons.*

- **EL.03. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the literary work.*
  - *Support interpretations through references to the text and prior knowledge.*
  - *Support personal responses to the text supported by reasons.*

- **EL.04. WR.0.25 Write responses to literature:**
  - *Develop interpretations that show careful reading, understanding, and insight.*
  - *Organize the interpretations around several clear ideas, premises, or images from the literary work.*
  - *Justify interpretations through use of sustained examples and textual evidence.*

- **EL.05. WR.0.25 Write responses to literature:**
  - *Develop interpretations that show careful reading, understanding, and insight.*
  - *Support interpretations with evidence to the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*

- **EL.06. WR.0.25 Write responses to literature:**
  - *Develop interpretations that show careful reading, understanding, and insight.*
  - *Support interpretations with evidence to the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*

- **EL.07. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*

- **EL.08. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*

- **EL.09. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*

- **EL.10. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*

- **EL.11. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*

- **EL.12. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*

- **EL.13. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*

- **EL.14. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*

- **EL.15. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*

- **EL.16. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*

- **EL.17. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*

- **EL.18. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*

- **EL.19. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*

- **EL.20. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*

- **EL.21. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*

- **EL.22. WR.0.25 Write responses to literature:**
  - *Demonstrate an understanding of the significant ideas of the literary work.*
  - *Support personal responses to the text supported by reasons.*
  - *Support interpretations through references to the text and prior knowledge.*
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<tr>
<td>EL.04.WR.27 Write summaries that contain the main idea of the reading selection.</td>
<td>EL.05.WR.28 Write summaries, using formal paragraph structure, that contain the main ideas of the reading selection and the most significant details (e.g., summaries for book reports, chapters of a text, magazine articles).</td>
<td>EL.06.WR.27 Write summaries, using formal paragraph structure, that contain the main ideas and most significant details using the student's own words, except for quotations.</td>
<td>EL.07.WR.30 Write summaries, using formal paragraph structure, that contain the main ideas and most significant details using the student's own words, except for quotations.</td>
<td>EL.08.WR.30 Write summaries for a variety of informational text: Include the main ideas and most significant details. Use the student's own words, except for quotations. Reflect underlying meaning, not just the superficial details.</td>
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**Summary Analysis**
- No relevant CCSS or Oregon standards at this grade level.
- No relevant CCSS or Oregon standards at this grade level.
- Oregon's include a standard at grade 3; CCSS does not.
- Oregon's writing standards are not as comprehensive as the Oregon reading literature standards.
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**Notes**
- CCSSs grades 6 - 11/12 specify that the informational text be literary nonfiction. These genres are included in Oregon's Literary Text standards.

**Gaps**
- CCSSs call for students to write about literary and informational text beginning in grade 4. Oregon begins it in grade 3.
- CCSSs, by referring to the reading standards, specify a comprehensive scope. Oregon's are more limited.

**Implications for Implementation**
- CCSS Writing Standard 9 can be applied to all the Reading Literature and Reading Informational Text standards 1 - 9. (All call for some kind of analysis.)
# CCR Anchor Standard: "Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences."

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<thead>
<tr>
<th>Common Core State Standards</th>
<th>Oregon ELA Standards</th>
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<tbody>
<tr>
<td><strong>Salary:</strong></td>
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<td>Oregon Department of Education</td>
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**Comments:**
- **No Writing Standard 10 in Grades K-2.**
- **Discipline-Specific** is dropped at Grades 9-10.
- **Identical standards at grades 9/10 and 11/12.**
- **These are from Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-H5).**

## Oregon ELA Standards

**EL.00.WR.13** Write (unconventionally) simple messages or directions for a specific reason—such as for a specific person or specific people.

**EL.02.WR.23** Write a friendly letter complete with the date, salutation (greeting), such as Dear Mr. Smith, body, closing, and signature.

**EL.03.WR.24** Write simple directions.

**EL.08.WR.29** Write technical documents:
- Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines.
- Include all the factors and variables that need to be considered.
- Use formatting techniques, including headings, and changing the fonts to aid comprehension.

**EL.05.WR.30** Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting:
- Report information and convey ideas logically and concisely.
- Offer detailed and accurate specifications.
- Include scenarios, definitions, and examples to aid comprehension.
- Anticipate readers' problems, mistakes, and misunderstandings.
These other Oregon standards are in addition to the modes and forms identified with CCSS Writing Standards 1 (argument); 2 (informative/explanatory); 3 (narrative); 7 (research reports); 9 (apply to literary and informational text).

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Oregon’s do not address writing in shorter time frames (“a single sitting”).

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No Oregon standards at grades 11/12.

Gaps

- CCSS Writing Standard 10 address timeframes for writing, both extended and shorter—"a single sitting." While Oregon’s include extended writing (research, reflection, revision), they do not address shorter time frames.
- CCSSs call for several specific types of writing (argument, informative/explanatory, narrative, research, and writing that applies to literary and informative text). Oregon’s standards include these and more, specifically summaries, business letters, job applications and resumes, and technical writing.

Implications for Implementation

-