



STATE MATCH SUPPLEMENT

Oregon Common Curriculum Goals, Grade-Level Standards

English/Language Arts,
Mathematics, and Science

and

ACT[®]

EXPLORE, PLAN,
and the ACT

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Preface

This document is a supplement to the *State Match Oregon Common Curriculum Goals, Grade-Level Standards English/Language Arts, Mathematics, and Science and ACT's EXPLORE, PLAN, and ACT (January 2006)*. This supplement identifies specific ACT College Readiness Standards that correspond to each Oregon Common Curriculum Goal or Standard in a side-by-side format. The left side of each page presents the Oregon Goals and Standards (highlighted if measured by ACT's corresponding testing program). The right side of each page presents the specific ACT College Readiness Standard(s) that corresponds to each Oregon Common Curriculum Goal or Standard.

Oregon standards listed here are from the Oregon Common Curriculum Goals and Grade-Level Standards adopted by the State Board in April 2001 (Science), April 2002 (Mathematics), and January 2003 (English/Language Arts) and as presented on the Oregon Department of Education's website in January 2006.



**SUPPLEMENT
TABLES 1A–1D:
ENGLISH/
LANGUAGE ARTS**

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
CCG. Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.	
Decoding and Word Recognition	
Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.	
<p>CCG. Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.</p>	<p>Main Ideas and Author's Approach:</p> <ul style="list-style-type: none"> Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages <p>Supporting Details:</p> <ul style="list-style-type: none"> Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
Listen to and Read Informational and Narrative Text	
Skills to Support Standards	
<ul style="list-style-type: none"> Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
<ul style="list-style-type: none"> • Make connections to text, within text, and among texts across the subject areas. 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas. 	
<ul style="list-style-type: none"> Match reading to purpose—location of information, full comprehension, and personal enjoyment. 	
<ul style="list-style-type: none"> Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources. 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct. 	

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
<p>CCG. Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
Vocabulary	
<i>Skills to Support Standards</i>	
<ul style="list-style-type: none"> Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas. 	
<ul style="list-style-type: none"> Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas. 	
<p>Determine meanings of words using contextual and structural clues.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>Demonstrate understanding of idioms and comparisons, such as analogies, metaphors, and similes, in prose (informational and literary text) and poetry.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>Clarify word meanings through the use of definition, inference, example, restatement, or contrast.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary.	
CCG. Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.	
Read to Perform a Task	
Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.	
Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.	
Locate information by using consumer product information.	
Understand and explain the use of a simple mechanical device by following technical directions.	
<p>CCG. Demonstrate general understanding of grade-level informational text across the subject areas.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
Informational Text: Demonstrate General Understanding	
<p>Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.</p>	<p>Main Ideas and Author's Approach:</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
Clarify understanding of informational texts by creating outlines, graphic organizers, diagrams, logical notes, or summaries.	
<p>CCG. Develop an interpretation of grade-level informational text across the subject areas.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
Informational Text: Develop an Interpretation	
<p>Predict future outcomes supported by the text.</p>	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
<p>Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
<p>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.</p>	<p>Main Ideas and Author’s Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p>
<p>Infer the main idea when it is not explicitly stated, and support with evidence from the text.</p>	<p>Main Ideas and Author’s Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Supporting Details:</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>CCG. Examine content and structure of grade-level informational text across the subject areas.</p>	<p>Main Ideas and Author’s Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
Informational Text: Examine Content and Structure	
<p>Determine the author's purpose and how the author's perspective influences the text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p>
<p>Differentiate between conclusions that are based on fact and those that are based on opinions.</p>	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
<p>Analyze text 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).</p>	<p>Main Ideas and Author's Approach: Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>
<p>Compare and contrast information on the same topic after reading several passages or articles.</p>	
<p>Understand and analyze the differences in structure and purpose between various categories of informational text, including textbooks, newspapers, instructional manuals, essays, editorials, biographies, and autobiographies.</p>	
<p>CCG. Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.</p>	<p>Main Ideas and Author's Approach: Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details: Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships: Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
Listen to and Read Literary Text	
Skills to Support Standards	
<ul style="list-style-type: none"> Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects. 	
<ul style="list-style-type: none"> Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions. 	
<p>CCG. Demonstrate general understanding of grade-level literary text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
Literary Text: Demonstrate General Understanding	
<p>Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.</p>	<p>Main Ideas and Author's Approach:</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p>
<p>CCG. Develop an interpretation of grade-level literary text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
Literary Text: Develop an Interpretation	
<p>Predict future outcomes supported by the text.</p>	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s).</p>	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>
<p>Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>Identify and analyze development of themes conveyed through characters, actions, and images.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>Infer the main idea when it is not explicitly stated, and support with evidence from the text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
<p>Infer unstated reasons for actions based on events and images in the text.</p>	<p>Sequential, Comparative, and Cause-Effect Relationships: Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>
<p>CCG. Examine content and structure of grade-level literary text.</p>	<p>Main Ideas and Author's Approach: Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details: Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships: Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
Literary Text: Examine Content and Structure	
<p>Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts.</p>	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>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).</p>	
<p>Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works.</p>	
<p>Differentiate among and discuss the purposes and characteristics of different forms of prose (e.g., short story, novel, essay).</p>	

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
<p>CCG. Pre-write, draft, revise, edit, and publish across the subject areas.</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
	<p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
Planning, Evaluation, and Revision	
Skills to Support Standards	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively. 	
<ul style="list-style-type: none"> Identify audience and purpose. 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<ul style="list-style-type: none"> Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative. 	
<ul style="list-style-type: none"> Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions. 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
	<p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>
<ul style="list-style-type: none"> Focus on a central idea, excluding loosely related, extraneous, and repetitious information. 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<ul style="list-style-type: none"> Use a scoring guide to review, evaluate, and revise writing for meaning and clarity. 	

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
<ul style="list-style-type: none"> Revise drafts: to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. 	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<ul style="list-style-type: none"> 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 corrections of specific errors. 	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
	<p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>
<p>CCG. Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
	<p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
Writing	
Write for different purposes and to a specific audience or person, adjusting style and tone as necessary to engage the interest of the reader.	
Write multi-paragraph compositions—descriptions, explanations, comparison-and-contrast papers, problem and solution essays— that:	
State the thesis or purpose.	
Explain the situation.	
<p>Organize the composition clearly, following an organizational pattern appropriate to the type of composition—comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p>	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
	<p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>Provide evidence to support arguments and conclusions.</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<p>Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and/or specific examples.</p>	
<p>Use varied word choices to make writing interesting and more precise.</p>	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>To achieve clarity of meaning, properly place modifiers (words or phrases that describe, limit, or qualify another word).</p>	<p>Sentence Structure and Formation:</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
<p>To convey a livelier effect, use the active voice rather than the passive voice.</p>	
<p>Vary sentence beginnings by using infinitives (to understand, to learn) and participles (dreaming, chosen, grown).</p>	

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
<p>CCG. Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>
Conventions	
<i>Spelling</i>	
Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).	

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
<i>Grammar</i>	
<p>Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.</p>	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Identify and correct ambiguous pronoun references</p> <p>Conventions of Usage:</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p>
<p>Correctly use all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structures of sentences.</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
<p>Demonstrate appropriate English usage.</p>	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>
<i>Punctuation</i>	
Use a comma after a dependent clause that introduces a sentence.	
<p>Use appropriate internal punctuation, including commas, semicolons, and colons.</p>	<p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>
Place a question mark or exclamation point inside quotation marks when it punctuates the quotation, and outside when it punctuates the main sentence.	
<i>Capitalization</i>	
Use correct capitalization.	
<i>Handwriting</i>	
Write legibly.	

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
CCG. Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.	
Writing Modes	
For the purposes of state assessment, students will choose from the shaded modes. Work Samples can be selected from any of the listed modes.	
Personal Narrative	
Fictional Narrative (Imaginative)	
Expository	
Persuasive	
Writing Applications	
<i>Narrative Writing</i>	
Write fictional or autobiographical narratives:	
Develop a standard plot line, including a beginning, conflict, rising action, climax, and resolution.	
Develop a point of view.	
Develop complex major and minor characters and a definite setting.	
Use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.	
<i>Expository Writing: Response to Literary Text</i>	
Write responses to literature:	
Develop interpretations exhibiting careful reading, understanding, and insight.	
Organize interpretations around several clear ideas, premises, or images from the literary work.	
Justify interpretations through use of sustained examples and textual evidence.	
<i>Expository Writing: Research Reports/Multi-media Presentations</i>	
Write research reports:	
Pose relevant questions about the topic.	
Distinguish credible sources.	
Convey clear and accurate perspectives on the subject.	
Include evidence compiled through the formal research process, including use of the Reader’s Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries, and other reference books.	
Document sources.	

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
<i>Persuasive Writing</i>	
Write persuasive compositions:	
State a clear position or perspective in support of a proposition or proposal.	
Describe the points in support of the proposition, employing well-articulated evidence.	
Anticipate and address reader concerns and counter-arguments.	
<i>Summaries, Business Letters, Job Applications and Resumes, Technical Writing</i>	
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.	
CCG. Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.	
Research Report Writing	
Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	
Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.	
Check the validity and accuracy of information obtained from research, including differentiating fact from opinion, and identifying strong versus weak arguments, recognizing that personal values influence the conclusions an author draws.	
Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	
Give credit for both quoted and paraphrased information by using a consistent format for parenthetical citations (e.g., Works Cited Entries—MLA, Reference Entries—APA).	

TABLE 1A

OREGON Grade 7 English/Language Arts Goals and Standards	EXPLORE College Readiness Standards
Speaking and Listening	
CCG. Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.	
Speaking	
Develop a focus and point of view to achieve particular purposes and to appeal to the background and interests of the audience.	
Organize information, arranging details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.	
Use traditional structures for conveying information, including cause-and-effect, similarity and difference, and posing and answering a question.	
Use a variety of descriptive and accurate words appropriate to audience and purpose.	
Use correct grammar consistently.	
Use speaking techniques, including voice inflection, tempo, enunciation, and eye contact for effective presentations.	
CCG. Listen critically and respond appropriately across the subject areas.	
Listening	
Ask questions to obtain information, including evidence to support the speaker's claims and conclusions.	
Determine the speaker's attitude toward the subject.	
Respond to persuasive presentations with questions, challenges, or affirmations.	
CCG. Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.	
Analysis	
Analyze how images, text, and sound in electronic journalism affect the viewer; identify the techniques used to achieve the effects in each instance.	
Identify, analyze, and critique persuasive techniques, such as promises, dares, flattery, and glittering generalities used in oral presentations and media messages.	

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
CCG. Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.	
Decoding and Word Recognition	
Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.	
CCG. Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.	<p>Main Ideas and Author's Approach:</p> <ul style="list-style-type: none"> Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages <p>Supporting Details:</p> <ul style="list-style-type: none"> Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
Listen to and Read Informational and Narrative Text	
Skills to Support Standards	
<ul style="list-style-type: none"> Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> • Make connections to text, within text, and among texts across the subject areas. 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas. 	
<ul style="list-style-type: none"> Match reading to purpose—location of information, full comprehension, and personal enjoyment. 	
<ul style="list-style-type: none"> Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources. 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct. 	

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
<p>CCG. Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
Vocabulary	
<i>Skills to Support Standards</i>	
<ul style="list-style-type: none"> Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas. 	
<ul style="list-style-type: none"> Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas. 	
<p>Determine meanings of words using contextual and structural clues.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words, using dictionaries and thesauruses.	
CCG. Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.	
Read to Perform a Task	
Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.	
Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	
Understand and explain the use of a complex mechanical device by following technical directions.	
CCG. Demonstrate general understanding of grade-level informational text across the subject areas.	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
Informational Text: Demonstrate General Understanding	
<p>Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.</p>	<p>Main Ideas and Author's Approach:</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
Clarify understanding of informational texts by creating detailed outlines, graphic organizers, diagrams, logical notes, or summaries.	
<p>CCG. Develop an interpretation of grade-level informational text across the subject areas.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
Informational Text: Develop an Interpretation	
<p>Predict probable future outcomes supported by the text, including foreshadowing clues.</p>	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
<p>Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
<p>Infer the main idea when it is not explicitly stated, and support with evidence from the text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Supporting Details:</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>CCG. Examine content and structure of grade-level informational text across the subject areas.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
Informational Text: Examine Content and Structure	
<p>Determine the author's purpose and perspective and relate them to specific details in the text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p>

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OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text.</p>	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p>
<p>Compare and contrast information on the same topic after reading several passages or articles.</p>	
<p>Identify and analyze text that uses proposition (statement of argument) and support patterns (e.g., editorials).</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p>

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OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
Find similarities and differences between texts in the treatment, amount and depth of coverage, or organization of ideas on a particular subject.	
Synthesize and use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.	
<p>CCG. Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
Listen to and Read Literary Text	
Skills to Support Standards	
<ul style="list-style-type: none"> Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects. 	
<ul style="list-style-type: none"> Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions. 	
<p>CCG. Demonstrate general understanding of grade-level literary text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
Literary Text: Demonstrate General Understanding	
<p>Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.</p>	<p>Main Ideas and Author's Approach:</p> <ul style="list-style-type: none"> Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages <p>Supporting Details:</p> <ul style="list-style-type: none"> Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages
<p>CCG. Develop an interpretation of grade-level literary text.</p>	<p>Main Ideas and Author's Approach:</p> <ul style="list-style-type: none"> Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages <p>Supporting Details:</p> <ul style="list-style-type: none"> Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
Literary Text: Develop an Interpretation	
<p>Predict probable future outcomes supported by the text.</p>	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>Identify and analyze the development of themes in literary works based on evidence in the text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>Infer the main idea when it is not explicitly stated, and support with evidence from the text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p>
<p>Infer unstated reasons for actions based on evidence in the text.</p>	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>
<p>CCG. Examine content and structure of grade-level literary text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
	<p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
Literary Text: Examine Content and Structure	
<p>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.</p>	<p>Supporting Details: Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages</p> <p>Meanings of Words: Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
Evaluate how well literary elements contribute to the overall effectiveness of a selection.	
<p>Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text.</p>	<p>Main Ideas and Author’s Approach: Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>
Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text.	
<p>Analyze how dialogue is used to develop characters and mood in a selection.</p>	<p>Supporting Details: Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships: Identify relationships between main characters in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE Reading College Readiness Standards
Reading	
<p>Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax, including the way in which conflicts are (or are not) addressed and resolved.</p>	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages <p>Generalizations and Conclusions:</p> <ul style="list-style-type: none"> Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw simple generalizations and conclusions using details that support the main points of more challenging passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
<p>Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</p>	

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
<p>CCG. Pre-write, draft, revise, edit, and publish across the subject areas.</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
	<p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
Planning, Evaluation, and Revision	
Skills to Support Standards	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively. 	
<ul style="list-style-type: none"> Identify audience and purpose. 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<ul style="list-style-type: none"> Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative. 	
<ul style="list-style-type: none"> Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions. 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
	<p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>
<ul style="list-style-type: none"> Focus on a central idea, excluding loosely related, extraneous, and repetitious information. 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Delete obviously synonymous and wordy material in a sentence</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
	<p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p>
<ul style="list-style-type: none"> Use a scoring guide to review, evaluate, and revise writing for meaning and clarity. 	
<ul style="list-style-type: none"> Revise drafts: for word choice, appropriate organization, consistent point of view—and transitions between paragraphs, passages, and ideas. 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
	<p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<ul style="list-style-type: none"> • 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 corrections of specific errors. 	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>
<p>CCG. Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
Writing	
<p>Create compositions that engage the reader, have a clear message, a coherent thesis, and end with a clear and well-supported conclusion.</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
Support theses or conclusions with quotations, opinions from experts, paraphrases, analogies, and/or similar devices.	
<p>Establish coherence within and among paragraphs through effective transitions and parallel structures.</p>	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
<p>Use descriptive language that clarifies and enhances ideas by establishing tone and mood through figurative language, sensory images, and comparisons.</p>	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>To present a lively and effective personal style, use varied sentence types (simple, compound, complex, and compound-complex) and sentence openings.</p>	
<p>To enhance clarity and to support meaning, use parallelism in sentence construction—to present items in a series and items juxtaposed for emphasis.</p>	<p>Sentence Structure and Formation:</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p>
<p>To indicate clearly the relationship between ideas, use subordination, coordination, appositives, and other devices.</p>	<p>Sentence Structure and Formation:</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
<p>CCG. Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>
Conventions	
<i>Spelling</i>	
Use correct spelling conventions.	

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
<i>Grammar</i>	
Use consistent verb tenses.	<p>Sentence Structure and Formation:</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>
Correctly use frequently misused words (e.g., <i>among, between; fewer, less; bring, take; and good, well</i>).	<p>Conventions of Usage:</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>
Demonstrate appropriate English usage.	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for, appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>
<i>Punctuation</i>	
Use conventions of punctuation correctly, including commas, hyphens, dashes, and semi-colons.	<p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>
<i>Capitalization</i>	
Use correct capitalization.	
<i>Handwriting</i>	
Write legibly.	

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
CCG. Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.	
Writing Modes	
For the purposes of state assessment, students will choose from the shaded modes. Work Samples can be selected from any of the listed modes.	
Personal Narrative	
Fictional Narrative (Imaginative)	
Expository	
Persuasive	
Writing Applications	
<i>Narrative Writing</i>	
Write biographical or autobiographical narratives or short stories:	
Relate a clear, coherent incident, event, or situation by using well-chosen details.	
Reveal the significance of, or the writer's attitude about, the subject.	
Use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.	
<i>Expository Writing: Response to Literary Text</i>	
Write responses to literature:	
Demonstrate careful reading and insight into interpretations.	
Connect the student's own responses to the writer's techniques and to specific textual references.	
Draw supported inferences about the effects of a literary work on its audience.	
Support interpretations through references to the text, other works, other authors, or to personal knowledge.	
<i>Expository Writing: Research Reports/Multi-media Presentations</i>	
Write research reports:	
Specify a thesis.	
Use a variety of primary and secondary sources, and distinguish the nature and value of each.	
Include important ideas, concepts, and direct quotations from significant information sources, and paraphrase and summarize different perspectives on the topic, as appropriate.	

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE English College Readiness Standards
Writing	
Organize and display information on charts, tables, maps, and graphs.	
Document sources.	
<i>Persuasive Writing</i>	
Write persuasive compositions:	
Include a well-defined thesis that makes a clear and knowledgeable judgment or appeal.	
Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions.	
Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.	
<i>Summaries, Business Letters, Job Applications and Resumes, Technical Writing</i>	
Write documents related to career development, including simple business letters, job applications and resumes that:	
Present information purposefully and succinctly, meeting the needs of the intended audience.	
Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).	
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.	
CCG. Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.	
Research Report Writing	
Identify topics; develop high-level questions for inquiry; develop sub-questions to guide research of sub-topics.	
Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.	
Plan and conduct multiple-step information searches by using computer networks.	
Analyze the validity and reliability of primary and secondary sources, and use the information appropriately.	
Achieve an effective balance between documented researched information and original ideas.	
Use appropriate methods of citation for quoted as well as paraphrased material (e.g., Works Cited Entries—MLA, Reference Entries—APA).	

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE College Readiness Standards
Speaking and Listening	
CCG. Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.	
Speaking	
Develop a focus and present information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.	
Outline a speech based on a chosen pattern of organization, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.	
Use credible and relevant information to convey message.	
Use feedback, including both verbal and nonverbal cues to reconsider and modify the organizational structure and to rearrange words and sentences to clarify the meaning.	
Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.	
Use appropriate grammar.	
Use appropriate enunciation, pace, eye contact, and gestures to engage the audience during formal presentations.	
CCG. Listen critically and respond appropriately across the subject areas.	
Listening	
Analyze oral presentations, including language choice and delivery, and the effect of the speaker's interpretations on the listener.	
Paraphrase a speaker's purpose and point of view, and ask relevant questions concerning the speaker's content, delivery, and purpose.	

TABLE 1B

OREGON Grade 8 English/Language Arts Goals and Standards	EXPLORE College Readiness Standards
Speaking and Listening	
CCG. Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.	
Analysis	
Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery and its overall impact upon the listener.	
Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).	
Interpret and evaluate the various ways in which visual image-makers (e.g., graphic artists, illustrators, news photographers, film makers) communicate information and affect impressions and opinions.	

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
CCG. Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.	
Decoding and Word Recognition	
Read at an independent and instructional reading level appropriate to grade level.	
<p>CCG. Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.</p>	<p>Main Ideas and Author's Approach:</p> <ul style="list-style-type: none"> Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages <p>Supporting Details:</p> <ul style="list-style-type: none"> Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
Listen to and Read Informational and Narrative Text	
Skills to Support Standards	
<ul style="list-style-type: none"> Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p>

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> • Make connections to text, within text, and among texts across the subject areas. 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas. 	
<ul style="list-style-type: none"> Match reading to purpose—location of information, full comprehension, and personal enjoyment. 	
<ul style="list-style-type: none"> Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources. 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct. 	
<p>CCG. Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
Vocabulary	
Skills to Support Standards	
<ul style="list-style-type: none"> Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas. 	
<ul style="list-style-type: none"> Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas. 	

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
<p>Determine meanings of words using contextual and structural clues.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>Identify and use the literal and figurative meanings of words and phrases.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>Use general dictionaries, specialized dictionaries, glossaries, thesauruses, or related references to increase vocabulary.</p>	
<p>Understand technical vocabulary in subject area reading.</p>	<p>Meanings of Words:</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
CCG. Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.	
Read to Perform a Task	
Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.	
Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	
Analyze the structure and format of job and consumer-related materials, including the graphics and headers, and explain how the features support the intended purposes.	
Demonstrate sophisticated use of technology by following directions in technical manuals (e.g., those found with graphing calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	
CCG. Demonstrate general understanding of grade-level informational text across the subject areas.	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
Informational Text: Demonstrate General Understanding	
<p>Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.</p>	<p>Main Ideas and Author's Approach:</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
<p>Clarify understanding of informational texts by creating detailed outlines, graphic organizers, diagrams, logical notes, or summaries.</p>	
<p>CCG. Develop an interpretation of grade-level informational text across the subject areas.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p>

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p>

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
Informational Text: Develop an Interpretation	
<p>Predict probable future outcomes supported by the text, including foreshadowing clues.</p>	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
<p>Infer an author's unstated meaning and draw conclusions about an author's stated meaning based on facts, events, images, patterns or symbols found in text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p>

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p>
<p>Make reasoned assertions about an author's arguments by using elements of the text to defend and clarify interpretations.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p>

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
<p>Analyze implicit relationships, such as cause-and-effect, sequence-time relationships, comparisons, classifications, and generalizations.</p>	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>Infer the main idea when it is not explicitly stated, and support with evidence from the text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p>
<p>CCG. Examine content and structure of grade-level informational text across the subject areas.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
Informational Text: Examine Content and Structure	
<p>Draw conclusions about the author's purpose based on evidence in the text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p>
<p>Differentiate among reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.</p>	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p>
<p>Evaluate if and how the author uses authoritative sources to establish credibility for arguments, proposed actions, or policies.</p>	
<p>Compare and contrast information on the same topic after reading several passages or articles.</p>	
<p>Evaluate the logic, unity, and consistency of text.</p>	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
<p>Evaluate an author's argument or defense of a claim by evaluating the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent or bias affects the structure and tone of the text (e.g., in professional journals, sports journals, editorials, political speeches, primary source material).</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>Evaluate the logic of documents (e.g., directions for assembly of an item, applications), examining the sequence of information and procedures in anticipation of possible reader misunderstandings.</p>	
<p>Generate relevant questions about readings on issues that can be researched.</p>	
<p>Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p>	
<p>Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p>	
<p>CCG. Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
Listen to and Read Literary Text	
Skills to Support Standards	
<ul style="list-style-type: none"> Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects. 	
<ul style="list-style-type: none"> Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions. 	
<p>CCG. Demonstrate general understanding of grade-level literary text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
Literary Text: Demonstrate General Understanding	
<p>Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.</p>	<p>Main Ideas and Author's Approach:</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p>
<p>CCG. Develop an interpretation of grade-level literary text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
Literary Text: Develop an Interpretation	
<p>Predict probable future outcomes supported by the text.</p>	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
<p>Analyze interactions between characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and how these interactions affect the plot.</p>	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>Identify themes in literary works, and provide support for interpretations from the text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p>
<p>Infer the main idea when it is not explicitly stated, and support with evidence from the text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p>
<p>Identify and analyze unstated reasons for actions or beliefs based on explicitly stated information.</p>	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
<p>CCG. Examine content and structure of grade-level literary text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
Literary Text: Examine Content and Structure	
<p>Identify various literary devices, including figurative language, imagery, allegory, and symbolism; evaluate the significance of the devices; and explain their appeal.</p>	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>Interpret and evaluate the impact of subtleties, contradictions, and ironies in a text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
	<p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN Reading College Readiness Standards
Reading	
<p>Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p>	<p>Main Ideas and Author's Approach: Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>
<p>Analyze an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks.</p>	<p>Sequential, Comparative, and Cause-Effect Relationships: Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages</p>
<p>Evaluate the impact of word choice and figurative language on tone, mood, and theme.</p>	<p>Meanings of Words: Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage directions in dramatic literature.</p>	
<p>Analyze the impact the choice of literary form has on the author's message or purpose.</p>	
<p>Analyze the way in which a work of literature is related to the themes and issues of its historical period.</p>	
<p>Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.</p>	
<p>Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p>	
<p>Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.</p>	

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN English College Readiness Standards
Writing	
<p>CCG. Pre-write, draft, revise, edit, and publish across the subject areas.</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p>

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN English College Readiness Standards
Writing	
	<p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN English College Readiness Standards
Writing	
Planning, Evaluation, and Revision	
Skills to Support Standards	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively. 	
<ul style="list-style-type: none"> Identify audience and purpose. 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<ul style="list-style-type: none"> Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative. 	
<ul style="list-style-type: none"> Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions. 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN English College Readiness Standards
Writing	
	<p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN English College Readiness Standards
Writing	
	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>
<ul style="list-style-type: none"> Focus on a central idea, excluding loosely related, extraneous, and repetitious information. 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Delete obviously synonymous and wordy material in a sentence</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN English College Readiness Standards
Writing	
	<p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p>
<ul style="list-style-type: none"> Use a scoring guide to review, evaluate, and revise writing for meaning and clarity. 	
<ul style="list-style-type: none"> Revise drafts: to improve the logic and coherence of the organization and controlling idea, the precision of word choice, and the tone—by taking into consideration the audience, purpose, and formality of the context. 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN English College Readiness Standards
Writing	
	<p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<ul style="list-style-type: none"> • 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 corrections of specific errors. 	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN English College Readiness Standards
Writing	
<p>CCG. Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN English College Readiness Standards
Writing	
	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
Writing	
Establish a coherent and clearly supported thesis that engages the reader, conveys a clear and distinctive perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a well supported conclusion.	
<p>Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.</p>	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>Use precise language, action verbs, sensory details, and appropriate modifiers.</p>	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

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OREGON CIM English/Language Arts Goals and Standards	PLAN English College Readiness Standards
Writing	
<p>Demonstrate an understanding of sentence construction—including parallel structure and subordination—to achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.</p>	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
<p>CCG. Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN English College Readiness Standards
Writing	
	<p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>
Conventions	
<i>Spelling</i>	
Produce writing that shows accurate spelling.	
<i>Grammar</i>	
<p>Show control of clauses, including main and subordinate, and phrases, including gerund, infinitive, and participial.</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p>
<p>Understand and use proper placement of modifiers.</p>	<p>Sentence Structure and Formation:</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Conventions of Usage:</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>
<p>Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.</p>	<p>Sentence Structure and Formation:</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN English College Readiness Standards
Writing	
	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>
<i>Punctuation</i>	
<p>Use conventions of punctuation correctly, including semicolons, colons, ellipses, and hyphens.</p>	<p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>
<i>Capitalization</i>	
Use correct capitalization.	
<i>Handwriting</i>	
Write legibly.	
<p>CCG. Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.</p>	
Writing Modes	
<p>For the purposes of state assessment, students will choose from the shaded modes. Work Samples can be selected from any of the listed modes.</p>	
Personal Narrative	
Fictional Narrative (Imaginative)	
Expository	
Persuasive	

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN English College Readiness Standards
Writing	
Writing Applications	
<i>Narrative Writing</i>	
Write biographical or autobiographical narratives or short stories:	
Relate a sequence of events, and communicate the significance of the events to the audience.	
Locate scenes and incidents in specific places.	
Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.	
Pace the presentation of actions to accommodate changes in time and mood.	
Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	
<i>Expository Writing: Response to Literary Text</i>	
Write responses to literature:	
Demonstrate an understanding of the significant ideas of literary works.	
Support important ideas and viewpoints through accurate and detailed references to the text or to other works.	
Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.	
Identify and analyze the impact of perceived ambiguities, nuances, and complexities within the text.	
<i>Expository Writing: Research Reports/Multi-media Presentations</i>	
Write analytical essays and research reports:	
Gather evidence in support of a thesis, including information on all relevant perspectives.	
Convey information and ideas from primary and secondary sources accurately and coherently.	
Make distinctions between the relative value and significance of specific data, facts, and ideas.	
Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.	
Anticipate and address readers' potential misunderstandings, biases, and expectations.	
Use technical terms and notations accurately.	
Document sources.	

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN English College Readiness Standards
Writing	
<i>Persuasive Writing</i>	
Write persuasive compositions:	
Structure ideas and arguments in a sustained and logical fashion.	
Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating a personal anecdote, case study, or analogy.	
Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.	
Address readers' concerns, counter-claims, biases, and expectations.	
<i>Summaries, Business Letters, Job Applications and Resumes, Technical Writing</i>	
Write business letters:	
Provide clear and purposeful information and address the intended audience appropriately.	
Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.	
Emphasize central ideas or images.	
Follow a conventional style with page formats, fonts, and spacing that contributes to the document's readability and impact.	
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 correctly.	
Offer detailed and accurate specifications.	
Include scenarios, definitions, and examples to aid comprehension.	
Anticipate readers' problems, mistakes, and misunderstandings.	

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN English College Readiness Standards
Writing	
CCG. Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.	
Research Report Writing	
Use clear research questions and suitable research sources, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources.	
Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.	
Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	
Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents.	
Integrate quotations and citations into a written text while maintaining the flow of ideas.	
Use appropriate conventions for documentation in text, notes, and works cited, following the formats in specific style manuals (e.g., Works Cited Entries—MLA, Reference Entries—APA).	
Design and publish documents by using publishing software and graphics programs.	
Reflect manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material, such as citing sources within the text, using direct quotations, and paraphrasing.	

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN College Readiness Standards
Speaking and Listening	
CCG. Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.	
Speaking	
Present and support a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.	
Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).	
Choose logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and to persuade, by seeking agreement or action, or uniting audiences behind a common belief or cause.	
Recognize and use elements of speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.	
Analyze the occasion and the interests of the audience, and choose effective verbal techniques and language.	
Use appropriate grammar.	
Use props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria).	
Produce concise notes for extemporaneous speaking (not part of scoring guide criteria).	
Analyze the occasion and the interests of the audience, and choose effective verbal and nonverbal techniques, such as volume, expression, rate, gestures, eye contact for presentations.	
CCG. Listen critically and respond appropriately across the subject areas.	
Listening	
Formulate judgments about ideas under discussion, and support those judgments with convincing evidence.	
Follow complex verbal instructions that include technical vocabulary and processes.	

TABLE 1C

OREGON CIM English/Language Arts Goals and Standards	PLAN College Readiness Standards
Speaking and Listening	
CCG. Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.	
Analysis	
Evaluate the clarity, quality, and effectiveness of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.	
Identify and analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.	
Identify the aesthetic effects of a media presentation, and evaluate the techniques used to create them.	
Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.	
Analyze historically significant speeches (e.g., Abraham Lincoln’s “Gettysburg Address,” Martin Luther King, Jr.’s “I Have a Dream”) to find the rhetorical devices and features that make them memorable.	
Analyze how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.	

TABLE 1D

OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
CCG. Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.	
Decoding and Word Recognition	
Read at an independent and instructional reading level appropriate to grade level.	
<p>CCG. Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.</p>	<p>Main Ideas and Author's Approach:</p> <ul style="list-style-type: none"> Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages <p>Supporting Details:</p> <ul style="list-style-type: none"> Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages

TABLE 1D

OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
Listen to and Read Informational and Narrative Text	
Skills to Support Standards	
<ul style="list-style-type: none"> Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p>

TABLE 1D

OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> • Make connections to text, within text, and among texts across the subject areas. 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

TABLE 1D

OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1D

OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas. 	
<ul style="list-style-type: none"> Match reading to purpose—location of information, full comprehension, and personal enjoyment. 	
<ul style="list-style-type: none"> Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources. 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p>

TABLE 1D

OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct. 	

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
<p>CCG. Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
Vocabulary	
<i>Skills to Support Standards</i>	
<ul style="list-style-type: none"> Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas. 	
<ul style="list-style-type: none"> Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas. 	
<p>Determine meanings of words using contextual and structural clues.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>Identify and use the literal and figurative meanings of words and phrases.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.</p>	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
Use general dictionaries, specialized dictionaries, glossaries, thesauruses, or related references to increase vocabulary.	
Understand technical vocabulary in subject area reading.	<p>Meanings of Words:</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
CCG. Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.	
Read to Perform a Task	
Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.	
Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	
Analyze the structure and format of job and consumer-related materials, including the graphics and headers, and explain how the features support the intended purposes.	
Demonstrate sophisticated use of technology by following directions in technical manuals (e.g., those found with graphing calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	
CCG. Demonstrate general understanding of grade-level informational text across the subject areas.	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p>

TABLE 1D

OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
<p>Informational Text: Demonstrate General Understanding</p>	
<p>Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.</p>	<p>Main Ideas and Author's Approach:</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p>

TABLE 1D

OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
Clarify understanding of informational texts by creating detailed outlines, graphic organizers, diagrams, logical notes, or summaries.	
<p>CCG. Develop an interpretation of grade-level informational text across the subject areas.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1D

OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
Informational Text: Develop an Interpretation	
<p>Predict probable future outcomes supported by the text, including foreshadowing clues.</p>	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
<p>Infer an author's unstated meaning and draw conclusions about an author's stated meaning based on facts, events, images, patterns or symbols found in text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>Make reasoned assertions about an author's arguments by using elements of the text to defend and clarify interpretations.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
<p>Reading</p>	<p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>Analyze implicit relationships, such as cause-and-effect, sequence-time relationships, comparisons, classifications, and generalizations.</p>	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

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<p>OREGON CIM English/Language Arts Goals and Standards</p>	<p>ACT Reading College Readiness Standards</p>
<p>Reading</p>	
<p>Infer the main idea when it is not explicitly stated, and support with evidence from the text.</p>	<p>Main Ideas and Author's Approach: Infer the main idea or purpose of straightforward paragraphs in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs Supporting Details: Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages Use details from different sections of some complex informational passages to support a specific point or argument</p>
<p>CCG. Examine content and structure of grade-level informational text across the subject areas.</p>	<p>Main Ideas and Author's Approach: Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs Supporting Details: Locate basic facts (e.g., names, dates, events) clearly stated in a passage Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage Locate important details in uncomplicated passages Make simple inferences about how details are used in passages Locate important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages Locate and interpret minor or subtly stated details in more challenging passages Sequential, Comparative, and Cause-Effect Relationships: Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
Informational Text: Examine Content and Structure	
<p>Draw conclusions about the author's purpose based on evidence in the text.</p>	<p>Main Ideas and Author's Approach: Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p>
<p>Differentiate among reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.</p>	<p>Generalizations and Conclusions: Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p>
<p>Evaluate if and how the author uses authoritative sources to establish credibility for arguments, proposed actions, or policies.</p>	
<p>Compare and contrast information on the same topic after reading several passages or articles.</p>	
<p>Evaluate the logic, unity, and consistency of text.</p>	<p>Generalizations and Conclusions: Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw simple generalizations and conclusions using details that support the main points of more challenging passages Draw generalizations and conclusions about people, ideas, and so on in more challenging passages Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>Evaluate an author's argument or defense of a claim by evaluating the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent or bias affects the structure and tone of the text (e.g., in professional journals, sports journals, editorials, political speeches, primary source material).</p>	<p>Main Ideas and Author's Approach: Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages Infer the main idea or purpose of more challenging passages or their paragraphs</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
Evaluate the logic of documents (e.g., directions for assembly of an item, applications), examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	
Generate relevant questions about readings on issues that can be researched.	
Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	
Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	
<p>CCG. Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Meanings of Words:</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
Listen to and Read Literary Text	
Skills to Support Standards	
<ul style="list-style-type: none"> Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects. 	
<ul style="list-style-type: none"> Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions. 	
<p>CCG. Demonstrate general understanding of grade-level literary text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
Literary Text: Demonstrate General Understanding	
<p>Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.</p>	<p>Main Ideas and Author's Approach:</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p>
<p>CCG. Develop an interpretation of grade-level literary text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p>

TABLE 1D

OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
Literary Text: Develop an Interpretation	
<p>Predict probable future outcomes supported by the text.</p>	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
<p>Analyze interactions between characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and how these interactions affect the plot.</p>	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>Identify themes in literary works, and provide support for interpretations from the text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p>
<p>Infer the main idea when it is not explicitly stated, and support with evidence from the text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p>
<p>Identify and analyze unstated reasons for actions or beliefs based on explicitly stated information.</p>	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>
<p>CCG. Examine content and structure of grade-level literary text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
Literary Text: Examine Content and Structure	
<p>Identify various literary devices, including figurative language, imagery, allegory, and symbolism; evaluate the significance of the devices; and explain their appeal.</p>	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>Interpret and evaluate the impact of subtleties, contradictions, and ironies in a text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p>	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT Reading College Readiness Standards
Reading	
Analyze an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks.	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p>
Evaluate the impact of word choice and figurative language on tone, mood, and theme.	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage directions in dramatic literature.	
Analyze the impact the choice of literary form has on the author's message or purpose.	
Analyze the way in which a work of literature is related to the themes and issues of its historical period.	
Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.	
Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	
Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.	

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
Writing	
<p>CCG. Pre-write, draft, revise, edit, and publish across the subject areas.</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
Writing	
	<p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
Writing	
Planning, Evaluation, and Revision	
Skills to Support Standards	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively. 	
<ul style="list-style-type: none"> Identify audience and purpose. 	<p style="text-align: center;">English</p> <p>Topic Development in Terms of Purpose and Focus: Identify the basic purpose or role of a specified phrase or sentence Delete a clause or sentence because it is obviously irrelevant to the essay Identify the central idea or main topic of a straightforward piece of writing Determine relevancy when presented with a variety of sentence-level details Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Delete material primarily because it disturbs the flow and development of the paragraph Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p style="text-align: center;">Writing</p> <p>Expressing Judgments (specific standard based on student performance)</p>
<ul style="list-style-type: none"> Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative. 	<p style="text-align: center;">Writing</p> <p>Expressing Judgments (specific standard based on student performance)</p>
<ul style="list-style-type: none"> Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions. 	<p>Topic Development in Terms of Purpose and Focus: Identify the basic purpose or role of a specified phrase or sentence Delete a clause or sentence because it is obviously irrelevant to the essay Identify the central idea or main topic of a straightforward piece of writing Determine relevancy when presented with a variety of sentence-level details Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Delete material primarily because it disturbs the flow and development of the paragraph Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
Writing	
	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
Writing	
	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>
<ul style="list-style-type: none"> Focus on a central idea, excluding loosely related, extraneous, and repetitious information. 	<p style="text-align: center;">English</p> <p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
Writing	
	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p style="text-align: center;">Writing</p> <p>Focusing on the Topic (specific standard based on student performance)</p>
<ul style="list-style-type: none"> Use a scoring guide to review, evaluate, and revise writing for meaning and clarity. 	
<ul style="list-style-type: none"> Revise drafts: to improve the logic and coherence of the organization and controlling idea, the precision of word choice, and the tone—by taking into consideration the audience, purpose, and formality of the context. 	<p style="text-align: center;">English</p> <p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
<p>Writing</p>	<p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<ul style="list-style-type: none"> • 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 corrections of specific errors. 	<p style="text-align: center;">English</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
Writing	
	<p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>
<p>CCG. Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.</p>	<p style="text-align: center;">English</p> <p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
<p>Writing</p>	<p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p style="text-align: center;">Writing</p> <p>Organizing Ideas (specific standard based on student performance)</p> <p>Using Language (specific standard based on student performance)</p>
<p>Writing</p> <p>Establish a coherent and clearly supported thesis that engages the reader, conveys a clear and distinctive perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a well-supported conclusion.</p>	<p style="text-align: center;">Writing</p> <p>Focusing on the Topic (specific standard based on student performance)</p> <p>Expressing Judgments (specific standard based on student performance)</p> <p>Developing a Position (specific standard based on student performance)</p> <p>Organizing Ideas:</p> <p>Provide unity and coherence throughout the essay, often with a logical progression of ideas</p> <p>Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas</p> <p>Present a well-developed introduction and conclusion</p>
<p>Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.</p>	<p style="text-align: center;">English</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
Writing	
	<p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p style="text-align: center;">Writing</p> <p>Organizing Ideas (specific standard based on student performance)</p>
<p>Use precise language, action verbs, sensory details, and appropriate modifiers.</p>	<p style="text-align: center;">English</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p style="text-align: center;">Writing</p> <p>Using Language (specific standard based on student performance)</p>
<p>Demonstrate an understanding of sentence construction—including parallel structure and subordination—to achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.</p>	<p style="text-align: center;">English</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p style="text-align: center;">Writing</p> <p>Using Language (specific standard based on student performance)</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
Writing	
<p>CCG. Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.</p>	<p style="text-align: center;">English</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p>
Conventions	
<i>Spelling</i>	
Produce writing that shows accurate spelling.	<p style="text-align: center;">Writing</p> <p>Using Language (specific standard based on student performance)</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
Writing	
<i>Grammar</i>	
<p>Show control of clauses, including main and subordinate, and phrases, including gerund, infinitive, and participial.</p>	<p style="text-align: center;">English</p> <p>Sentence Structure and Formation: Use conjunctions or punctuation to join simple clauses Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p style="text-align: center;">Writing</p> <p>Using Language (specific standard based on student performance)</p>
<p>Understand and use proper placement of modifiers.</p>	<p style="text-align: center;">English</p> <p>Sentence Structure and Formation: Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Conventions of Usage: Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p style="text-align: center;">Writing</p> <p>Using Language (specific standard based on student performance)</p>
<p>Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.</p>	<p style="text-align: center;">English</p> <p>Sentence Structure and Formation: Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage: Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
Writing	
	<p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p style="text-align: center;">Writing</p> <p>Using Language (specific standard based on student performance)</p>
<i>Punctuation</i>	
<p>Use conventions of punctuation correctly, including semicolons, colons, ellipses, and hyphens.</p>	<p style="text-align: center;">English</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p style="text-align: center;">Writing</p> <p>Using Language (specific standard based on student performance)</p>
<i>Capitalization</i>	
<p>Use correct capitalization.</p>	<p style="text-align: center;">Writing</p> <p>Using Language (specific standard based on student performance)</p>
<i>Handwriting</i>	
<p>Write legibly.</p>	<p style="text-align: center;">Writing</p> <p>Using Language (specific standard based on student performance)</p>

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
Writing	
CCG. Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.	
Writing Modes	
For the purposes of state assessment, students will choose from the shaded modes. Work Samples can be selected from any of the listed modes.	
Personal Narrative	
Fictional Narrative (Imaginative)	
Expository	
Persuasive	Writing Expressing Judgments (specific standard based on student performance)
Writing Applications	
<i>Narrative Writing</i>	
Write biographical or autobiographical narratives or short stories:	
Relate a sequence of events, and communicate the significance of the events to the audience.	
Locate scenes and incidents in specific places.	
Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.	
Pace the presentation of actions to accommodate changes in time and mood.	
Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	
<i>Expository Writing: Response to Literary Text</i>	
Write responses to literature:	
Demonstrate an understanding of the significant ideas of literary works.	
Support important ideas and viewpoints through accurate and detailed references to the text or to other works.	
Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.	
Identify and analyze the impact of perceived ambiguities, nuances, and complexities within the text.	

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
Writing	
<i>Expository Writing: Research Reports/Multi-media Presentations</i>	
Write analytical essays and research reports:	
Gather evidence in support of a thesis, including information on all relevant perspectives.	
Convey information and ideas from primary and secondary sources accurately and coherently.	
Make distinctions between the relative value and significance of specific data, facts, and ideas.	
Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.	
Anticipate and address readers' potential misunderstandings, biases, and expectations.	
Use technical terms and notations accurately.	
Document sources.	
Persuasive Writing	
Write persuasive compositions:	
Structure ideas and arguments in a sustained and logical fashion.	<p style="text-align: center;">Writing</p> <p>Organizing Ideas (specific standard based on student performance)</p>
Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating a personal anecdote, case study, or analogy.	<p style="text-align: center;">Writing</p> <p>Developing a Position (specific standard based on student performance)</p>
Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.	<p style="text-align: center;">Writing</p> <p>Expressing Judgments (specific standard based on student performance)</p>
Address readers' concerns, counter-claims, biases, and expectations.	<p style="text-align: center;">Writing</p> <p>Expressing Judgments (specific standard based on student performance)</p>
<i>Summaries, Business Letters, Job Applications and Resumes, Technical Writing</i>	
Write business letters:	
Provide clear and purposeful information and address the intended audience appropriately.	
Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.	
Emphasize central ideas or images.	
Follow a conventional style with page formats, fonts, and spacing that contributes to the document's readability and impact.	

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OREGON CIM English/Language Arts Goals and Standards	ACT English and Writing College Readiness Standards
Writing	
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 correctly.	
Offer detailed and accurate specifications.	
Include scenarios, definitions, and examples to aid comprehension.	
Anticipate readers' problems, mistakes, and misunderstandings.	
CCG. Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.	
Research Report Writing	
Use clear research questions and suitable research sources, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources.	
Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.	
Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	
Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents.	
Integrate quotations and citations into a written text while maintaining the flow of ideas.	
Use appropriate conventions for documentation in text, notes, and works cited, following the formats in specific style manuals (e.g., Works Cited Entries—MLA, Reference Entries—APA).	
Design and publish documents by using publishing software and graphics programs.	
Reflect manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material, such as citing sources within the text, using direct quotations, and paraphrasing.	

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OREGON CIM English/Language Arts Goals and Standards	ACT College Readiness Standards
Speaking and Listening	
CCG. Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.	
Speaking	
Present and support a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.	
Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).	
Choose logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and to persuade, by seeking agreement or action, or uniting audiences behind a common belief or cause.	
Recognize and use elements of speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.	
Analyze the occasion and the interests of the audience, and choose effective verbal techniques and language.	
Use appropriate grammar.	
Use props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria).	
Produce concise notes for extemporaneous speaking (not part of scoring guide criteria).	
Analyze the occasion and the interests of the audience, and choose effective verbal and nonverbal techniques, such as volume, expression, rate, gestures, eye contact for presentations.	
CCG. Listen critically and respond appropriately across the subject areas.	
Listening	
Formulate judgments about ideas under discussion, and support those judgments with convincing evidence.	
Follow complex verbal instructions that include technical vocabulary and processes.	

TABLE 1D

OREGON CIM English/Language Arts Goals and Standards	ACT College Readiness Standards
Speaking and Listening	
CCG. Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.	
Analysis	
Evaluate the clarity, quality, and effectiveness of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.	
Identify and analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.	
Identify the aesthetic effects of a media presentation, and evaluate the techniques used to create them.	
Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.	
Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.	
Analyze how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.	

SUPPLEMENT
TABLES 2A–2D:
MATHEMATICS

TABLE 2A

OREGON Grade 7 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Calculations and Estimations	
CCG: Numbers . Understand numbers, ways of representing numbers, relationships among numbers, and number systems	
Model, and compare rational numbers with an emphasis on integers	<p>Numbers: Concepts & Properties Strand</p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Order fractions</p>
Express numbers greater than one in scientific and standard notation	<p>Numbers: Concepts & Properties Strand</p> <p>Work with scientific notation</p>
Use rates, ratios, and percents to solve problems	<p>Basic Operations & Applications Strand</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>
Locate rational numbers (with an emphasis on integers) on a number line	<p>Graphical Representations Strand</p> <p>Locate points on the number line and in the first quadrant</p>
Interpret, model, and use percents greater than 100 and less than 1 to solve problems	<p>Basic Operations & Applications Strand</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>
Determine the prime factorization of a number less than 1000 and express the prime factorization using exponents when applicable	<p>Numbers: Concepts & Properties Strand</p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Work with numerical factors</p>
Use factors (including greatest common factor of two or more numbers), multiples (including least common multiple of two or more numbers), prime factorization, and relatively prime numbers to solve problems	<p>Numbers: Concepts & Properties Strand</p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Find and use the least common multiple</p> <p>Work with numerical factors</p>

TABLE 2A

OREGON Grade 7 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Calculations and Estimations	
CCG: Computation and Estimation. Compute fluently and make reasonable estimates	
Develop and analyze algorithms and compute with integers	<p>Basic Operations & Applications Strand</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>
Multiply and divide fractions and mixed numbers	<p>Basic Operations & Applications Strand</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>
Compute with squares and cubes, with an emphasis on finding area, surface area, and volume	<p>Measurement Strand</p> <p>Compute the area of triangles and rectangles when one or more additional simple steps are required</p>
Solve problems involving percentages (including percent increase and decrease, interest rates, tax, discount, tips, and part-whole relationships)	<p>Basic Operations & Applications Strand</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>
Apply order of operations including exponents, to simplify calculations and evaluate expressions	<p>Basic Operations & Applications Strand</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>
Develop and use strategies to estimate the results of integer computations and judge the reasonableness of results	<p>Basic Operations & Applications Strand</p> <p>Solve problems in one or two steps using whole numbers</p> <p>Numbers: Concepts & Properties Strand</p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p>
Use referent numbers in estimating answers to calculations with fractions and percents (e.g., $12 \times \frac{3}{8} < 6$, since $\frac{3}{8} < \frac{1}{2}$ and $\frac{1}{2}$ of 12 is 6)	<p>Basic Operations & Applications Strand</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Numbers: Concepts & Properties Strand</p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Order fractions</p>

TABLE 2A

OREGON Grade 7 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Calculations and Estimations	
CCG: Operations and Properties. Understand meanings of operations and how they relate to one another	
Demonstrate the meaning of whole number exponents as repeated multiplication	
Use inverse operations (addition and subtraction, multiplication and division) to solve problems and check solutions involving calculations with integers	Basic Operations & Applications Strand Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
Apply the associative, commutative, and distributive properties to simplify computations with rational numbers (with an emphasis on integers)	Basic Operations & Applications Strand Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
Describe the effects of multiplying or dividing a number by a number between 0 and 1	Numbers: Concepts & Properties Strand Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
Apply the property of additive inverses to determine solutions of equations	Basic Operations & Applications Strand Perform one-operation computation with whole numbers and decimals Expressions, Equations, & Inequalities Strand Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals

TABLE 2A

OREGON Grade 7 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Statistics and Probability	
CCG: Statistics . Select and use appropriate statistical methods to analyze data	
Find, use, and interpret measures of center and spread, including mean and interquartile range for given or derived data	<p>Probability, Statistics, & Data Analysis Strand</p> <p>Calculate the average of a list of numbers</p> <p>Calculate the average, given the number of data values and the sum of the data values</p> <p>Read tables and graphs</p> <p>Perform computations on data from tables and graphs</p> <p>Calculate the average, given the frequency counts of all the data values</p>
CCG: Probability . Understand and apply basic concepts of probability	
Compute experimental probabilities from a set of data and theoretical probabilities for single and simple compound events, using various methods (e.g., organized lists, tree diagrams, area models)	<p>Probability, Statistics, & Data Analysis Strand</p> <p>Use the relationship between the probability of an event and the probability of its complement</p> <p>Compute straightforward probabilities for common situations</p>
Determine probabilities of simple independent and dependent events	<p>Probability, Statistics, & Data Analysis Strand</p> <p>Compute straightforward probabilities for common situations</p>
Compare experimental probability of an event with the theoretical probability and explain any difference	
Determine all possible outcomes of a particular event or all possible arrangements of objects in a given set by applying various methods including tree diagrams and systematic lists	
CCG: Collect and Display Data . Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them	
Formulate questions and design experiments or surveys to collect relevant data	
Identify situations in which it makes sense to sample and identify methods for selecting a sample (e.g., convenience sampling, responses to survey, random sampling) that are representative of a population	
Distinguish between random and biased samples and identify possible sources of bias in sampling	
Represent and interpret data using frequency distribution tables, box-and-whisker plots, stem-and-leaf plots, and single- and multiple-line graphs	
Determine the graphical representation of a set of data that best shows key characteristics of the data	<p>Probability, Statistics, & Data Analysis Strand</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p>
Recognize distortions of graphic displays of sets of data and evaluate appropriateness of alternative displays	<p>Probability, Statistics, & Data Analysis Strand</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p>

TABLE 2A

OREGON Grade 7 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Statistics and Probability	
CCG: Data Analysis and Predictions. Develop and evaluate inferences and predictions that are based on data	
Analyze data from frequency distribution tables, box-and-whisker plots, stem-and-leaf plots using measures of center and spread and draw conclusions	
Predict and evaluate how adding data to a set of data affect measures of center	Probability, Statistics, & Data Analysis Strand Manipulate data from tables and graphs
Use observations about differences between two or more samples to make conjectures about the populations from which the samples were taken	

TABLE 2A

OREGON Grade 7 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Algebraic Relationships	
CCG: Patterns and Functions. Understand patterns, relations, and functions	
Represent, analyze and determine rules for finding patterns involving integers with tables, graphs, words, and when possible, symbolic rules	<p>Probability, Statistics, & Data Analysis Strand Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs</p> <p>Numbers: Concepts & Properties Strand Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Expressions, Equations, & Inequalities Strand Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
CCG: Algebraic Relationships. Represent and analyze mathematical situations and structures using algebraic symbols	
Algebraically represent situations and solve problems involving linear equations and inequalities	<p>Expressions, Equations, & Inequalities Strand Solve real-world problems using first-degree equations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
Evaluate algebraic expressions and formulas by substituting integers	<p>Expressions, Equations, & Inequalities Strand Evaluate algebraic expressions by substituting integers for unknown quantities</p>
Interpret algebraic relationships represented by two-column tables, number lines and coordinate graphs (four quadrants)	<p>Probability, Statistics, & Data Analysis Strand Manipulate data from tables and graphs</p> <p>Expressions, Equations, & Inequalities Strand Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
Graph linear equations on a coordinate grid by making a table using integer coordinates	<p>Probability, Statistics, & Data Analysis Strand Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p>

TABLE 2A

OREGON Grade 7 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Algebraic Relationships	
CCG: Modeling. Use mathematical models to represent and understand quantitative relationships	
Model situations, make predictions and inferences, and solve problems using linear equations	<p>Probability, Statistics, & Data Analysis Strand Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Expressions, Equations, & Inequalities Strand Solve real-world problems using first-degree equations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
Recognize and represent direct variation using tables, graphs, and equations	<p>Probability, Statistics, & Data Analysis Strand Manipulate data from tables and graphs</p> <p>Expressions, Equations, & Inequalities Strand Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
Identify and sketch a graph that models a given situation	<p>Probability, Statistics, & Data Analysis Strand Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p>
CCG: Change. Analyze change in various contexts	
Identify and describe how a change in one variable relates to a change in a second variable	<p>Expressions, Equations, & Inequalities Strand Substitute whole numbers for unknown quantities to evaluate expressions</p>

TABLE 2A

OREGON Grade 7 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Measurement	
CCG: Units and Tools. Understand measurable attributes of objects and the units, systems and processes of measurement	
Select the most appropriate unit to measure surface area and volume	
Convert from a measurement expressed in one unit within a system to another using a different unit within the same system to measure surface and volume	Basic Operations & Applications Strand Perform common conversions (e.g., inches to feet or hours to minutes)
CCG: Direct and Indirect Measurement. Apply appropriate techniques, tools, and formulas to determine measurements	
Develop and use strategies and formulas for calculating surface area and volume of right prisms, pyramids, and cylinders	Measurement Strand Use geometric formulas when all necessary information is given
Develop strategies for determining approximate volumes of irregular shapes	
Determine surface area and volume of three-dimensional block constructions, given a two-dimensional representation	Measurement Strand Compute the area of triangles and rectangles when one or more additional simple steps are required
Compare and contrast the formulas for surface area and volume of prisms and pyramids	Measurement Strand Use geometric formulas when all necessary information is given
Create examples of rectangular prisms having the same volume, but different surface areas	
Describe what happens to the surface area and volume of a solid when its shape is changed	
Use referents to make estimates of surface area and volume and evaluate the reasonableness of the estimate	Numbers: Concepts & Properties Strand Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Measurement Strand Compute the area of triangles and rectangles when one or more additional simple steps are required

TABLE 2A

OREGON Grade 7 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Geometry	
CCG: Properties and Relationships. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships	
Determine defining properties that characterize classes of quadrilaterals including side and angle measurements and their component parts (e.g., altitudes, medians, diagonals, bisectors)	
Identify parallel and intersecting lines and pairs of angles formed (right, vertical, adjacent) by parallel lines cut by a transversal and determine their measure	<p>Properties of Plane Figures Strand</p> <p>Exhibit some knowledge of the angles associated with parallel lines</p> <p>Find the measure of an angle using properties of parallel lines</p>
Use proportional reasoning, drawings, models or technology to demonstrate congruence and similarity of polygons with an emphasis on quadrilaterals	<p>Basic Operations & Applications Strand</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>
Determine the measures of missing sides and angles in congruent quadrilaterals and their component parts	<p>Properties of Plane Figures Strand</p> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Measurement Strand</p> <p>Estimate or calculate the length of a line segment based on other lengths given on a geometric figure</p>
CCG: Modeling. Use visualization, spatial reasoning, and geometric modeling to solve problems	
Model, sketch, and label prisms, pyramids, cylinders, and quadrilaterals with specified side lengths or angle measures	
Use two-dimensional representation of three-dimensional objects, including nets, to solve problems involving surface area and volume	
CCG: Coordinate Geometry. Specify locations and describe spatial relationships using coordinate geometry and other representational systems	
Identify properties of quadrilaterals and their component parts on a coordinate graph	
CCG: Transformations and Symmetry. Apply transformations and use symmetry to analyze mathematical situations	
Determine the image of a point (with integer coordinates) on a graph under translations and reflections	

TABLE 2A

OREGON Grade 7 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Mathematical Problem Solving	
CCG: Conceptual Understanding. Select, apply, and translate among mathematical representations to solve problems.	
Interpret the concepts of a problem-solving task and translate them into mathematics	Expressions, Equations, & Inequalities Strand Add and subtract simple algebraic expressions
CCG: Processes and Strategies. Apply and adapt a variety of appropriate strategies to solve problems.	
Choose strategies that can work and then carry out the strategies chosen	Basic Operations & Applications Strand Solve some routine two-step arithmetic problems
CCG: Verification. Monitor and reflect on the process of mathematical problem solving.	
Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution	
CCG: Communication. Communicate mathematical thinking coherently and clearly. Use the language of mathematics to express mathematical ideas precisely.	
Use pictures, symbols, and/or vocabulary to convey the path to the identified solution	
CCG: Accuracy. Accurately solve problems that arise in mathematics and other contexts.	
Accurately solve problems using mathematics	Basic Operations & Applications Strand Solve problems in one or two steps using whole numbers

TABLE 2B

OREGON Grade 8 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Calculations and Estimations	
CCG: Numbers . Understand numbers, ways of representing numbers, relationships among numbers, and number systems	
Compare numbers greater than one expressed in scientific notation	Numbers: Concepts & Properties Strand Work with scientific notation
Apply proportions to solve problems	Basic Operations & Applications Strand Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
Locate rational numbers on a number line	Graphical Representations Strand Locate points on the number line and in the first quadrant
Apply equivalent forms of rational numbers (including percents) to solve problems	Basic Operations & Applications Strand Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Numbers: Concepts & Properties Strand Recognize equivalent fractions and fractions in lowest terms
CCG: Computation and Estimation . Compute fluently and make reasonable estimates	
Develop and analyze algorithms and compute with rational numbers	Basic Operations & Applications Strand Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
Use order of operation rules, including exponents	Basic Operations & Applications Strand Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
Develop and use strategies to estimate the results of rational number computations and judge the reasonableness of results	Basic Operations & Applications Strand Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Numbers: Concepts & Properties Strand Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
Estimate square roots of whole numbers less than 100 and cube roots of whole numbers less than 1000 between two whole numbers	Numbers: Concepts & Properties Strand Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Work with squares and square roots of numbers

TABLE 2B

OREGON Grade 8 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Calculations and Estimations	
CCG: Operations and Properties. Understand meanings of operations and how they relate to one another	
Demonstrate the meaning of square roots as lengths of the sides of squares and cube roots as lengths of edges of cubes	<p>Numbers: Concepts & Properties Strand Work with squares and square roots of numbers</p> <p>Measurement Strand Compute the area and perimeter of triangles and rectangles in simple problems</p>
Use the inverse operations of squares and square roots to solve problems and check solutions	<p>Numbers: Concepts & Properties Strand Work with squares and square roots of numbers</p>
Apply the associative, commutative, and distributive properties to simplify computations with rational numbers	<p>Basic Operations & Applications Strand Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>
Apply the property of multiplicative inverses to determine solutions of linear equations and inequalities	<p>Basic Operations & Applications Strand Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p> <p>Expressions, Equations, & Inequalities Strand Solve routine first-degree equations</p>

TABLE 2B

OREGON Grade 8 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Statistics and Probability	
CCG: Statistics. Select and use appropriate statistical methods to analyze data	
Choose appropriate measures of central tendencies to describe given or derived data	<p>Probability, Statistics, & Data Analysis Strand</p> <p>Calculate the average of a list of numbers</p> <p>Calculate the average, given the number of data values and the sum of the data values</p> <p>Read tables and graphs</p> <p>Perform computations on data from tables and graphs</p> <p>Calculate the average, given the frequency counts of all the data values</p>
Estimate a line of best fit on a scatter plot and informally explain the meaning of the line and use the line to make predictions	
CCG: Probability. Understand and apply basic concepts of probability	
Understand and use appropriate terminology to describe complementary and mutually exclusive events and determine their probabilities	<p>Probability, Statistics, & Data Analysis Strand</p> <p>Use the relationship between the probability of an event and the probability of its complement</p>
Apply theoretical probability to determine if an event or game is fair or unfair and pose and evaluate modifications to change the fairness	
CCG: Collect and Display Data. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them	
Collect and display data as lists, tables, and plots using appropriate technology (e.g., graphing calculators, computer software)	
Represent bivariate data in a scatter plot and identify relationships in the plot	<p>Probability, Statistics, & Data Analysis Strand</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p>
CCG: Data Analysis and Predictions. Develop and evaluate inferences and predictions that are based on data	
Estimate or predict the occurrence of future events using data	<p>Probability, Statistics, & Data Analysis Strand</p> <p>Determine the probability of a simple event</p>

TABLE 2B

OREGON Grade 8 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Algebraic Relationships	
CCG: Patterns and Functions. Understand patterns, relations, and functions	
Represent, analyze and determine rules for finding patterns relating to linear functions, non-linear functions and arithmetic sequences with tables, graphs, and symbolic rules	<p>Probability, Statistics, & Data Analysis Strand Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs</p> <p>Numbers: Concepts & Properties Strand Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Expressions, Equations, & Inequalities Strand Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
Identify functions as linear or nonlinear from tables, graphs, or equations and contrast their properties	
Interpret the meaning of the rate of change and y-intercept of a linear relationship in a problem setting	
CCG: Algebraic Relationships. Represent and analyze mathematical situations and structures using algebraic symbols	
Represent and solve equations of the form $ax + b = c$ or $k(ax + b) = c$	<p>Expressions, Equations, & Inequalities Strand Solve routine first-degree equations</p>
Approximate solutions of systems of linear equations from a graph	<p>Probability, Statistics, & Data Analysis Strand Read tables and graphs</p> <p>Graphical Representations Strand Locate points in the coordinate plane</p>
Recognize and generate equivalent symbolic forms for algebraic expressions with an emphasis on linear relationships	<p>Expressions, Equations, & Inequalities Strand Add and subtract simple algebraic expressions</p>
Evaluate algebraic expressions and formulas, including expressions involving exponents and parentheses, by substituting rational numbers	<p>Expressions, Equations, & Inequalities Strand Evaluate algebraic expressions by substituting integers for unknown quantities</p>
Translate between and interpret linear relationships represented by words, symbols, tables, and graphs	<p>Probability, Statistics, & Data Analysis Strand Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Expressions, Equations, & Inequalities Strand Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
Determine the slope and x- and y-intercepts given the graph of a linear equation	
Graph a linear equation given the slope and an initial value (y-intercept)	

TABLE 2B

OREGON Grade 8 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Algebraic Relationships	
Recognize and graph the solutions of linear inequalities on a number line	
Graph simple quadratic equations ($y = kx^2$ or $y = kx^2 + b$) by generating a table of values for a given equation	<p>Probability, Statistics, & Data Analysis Strand Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Expressions, Equations, & Inequalities Strand Identify solutions to simple quadratic equations</p>
Identify and describe the effects of changing the slope or y-intercept on the graph of a linear relationship of the form $y = kx$ or $y = kx + b$	
CCG: Modeling. Use mathematical models to represent and understand quantitative relationships	
Model situations, make predictions and inferences, and solve problems using linear equations and inequalities	<p>Probability, Statistics, & Data Analysis Strand Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Expressions, Equations, & Inequalities Strand Solve real-world problems using first-degree equations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
Recognize and represent direct variation using tables, graphs, and equations	<p>Probability, Statistics, & Data Analysis Strand Manipulate data from tables and graphs</p> <p>Expressions, Equations, & Inequalities Strand Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
Determine when data represented in a table or graph represents a linear or non-linear relationship	
CCG: Change. Analyze change in various contexts	
Understand that the rate of change in a linear function is constant and is equal to the slope of its graphed line	
Determine the slope of a line given two points on the line	
Analyze the nature of change in quantities in linear relationships represented by graphs, tables, or formulas	<p>Probability, Statistics, & Data Analysis Strand Perform computations on data from tables and graphs Manipulate data from tables and graphs</p>

TABLE 2B

OREGON Grade 8 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Measurement	
CCG: Units and Tools. Understand measurable attributes of objects and the units, systems and processes of measurement	
Determine an appropriate scale for representing an object in a scale drawing	Basic Operations & Applications Strand Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
Carry out unit conversions between the metric and US customary systems of measurement given conversion ratios (e.g., 1 in = 2.54 cm)	Basic Operations & Applications Strand Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
Convert between units for large and small numbers in the metric system (e.g., mega- to kilo-)	Basic Operations & Applications Strand Perform common conversions (e.g., inches to feet or hours to minutes)
CCG: Direct and Indirect Measurement. Apply appropriate techniques, tools, and formulas to determine measurements	
Calculate and analyze changes in area and volume in relation to changes in linear measures of figures	
Analyze how changes in surface area and volume of a solid affect the dimensions of the solid	
Solve problems involving rates and derived measurements for such attributes as speed, velocity, and density	Basic Operations & Applications Strand Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
Determine actual distances from scale drawings, blueprints, and maps and solve problems involving scale factors	Basic Operations & Applications Strand Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average

TABLE 2B

OREGON Grade 8 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Geometry	
CCG: Properties and Relationships. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships	
Determine defining properties that characterize classes of triangles including side and angle measurements and their component parts (e.g., angle bisectors, altitudes, medians)	
Use proportional reasoning, drawings, models or technology to demonstrate similarity and congruence of polygons with an emphasis on triangles	<p>Basic Operations & Applications Strand</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>
Determine the measures of corresponding sides and angles of congruent and similar triangles and their component parts	<p>Basic Operations & Applications Strand</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Properties of Plane Figures Strand</p> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p>
Use similar triangles to measure distances indirectly (e.g., flagpole and shadow)	<p>Basic Operations & Applications Strand</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Properties of Plane Figures Strand</p> <p>Find the measure of an angle using properties of parallel lines</p>
Use the Pythagorean theorem to determine if triangles are right triangles and determine the lengths of missing sides in right triangles	<p>Measurement Strand</p> <p>Use geometric formulas when all necessary information is given</p>
Investigate triangles and their component parts and draw conclusions about their properties	
Create and critique inductive and deductive arguments to verify the Pythagorean theorem	
Justify conclusions that two triangles are or are not congruent and are or are not similar	<p>Basic Operations & Applications Strand</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Properties of Plane Figures Strand</p> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p>
CCG: Modeling. Use visualization, spatial reasoning, and geometric modeling to solve problems	
Draw to scale two-dimensional representations of rectangular prisms and triangles with specified side lengths or angle measures	
Construct and read drawings and models made to scale	

TABLE 2B

OREGON Grade 8 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Geometry	
CCG: Coordinate Geometry . Specify locations and describe spatial relationships using coordinate geometry and other representational systems	
On a coordinate plane, determine the relative placement (e.g., intersecting, parallel, perpendicular) of two lines	
Determine the distance between two points on a coordinate graph using right triangles and the Pythagorean theorem	Measurement Strand Use geometric formulas when all necessary information is given
CCG: Transformations and Symmetry . Apply transformations and use symmetry to analyze mathematical situations	
Classify transformations based on whether they produce congruent or similar noncongruent figures (e.g., compare pairs of shapes where the image has been transformed, identify the type of translation and use angles, diagonals and lines of symmetry to determine congruence)	
Identify and sketch the figure that is the result of a given rotation, translation, reflection or dilation or a combination of two transformations	
Know properties of dilated images	
Determine the effects of a transformation on linear and area measurements of the original figure	

TABLE 2B

OREGON Grade 8 Mathematics Goals and Standards	EXPLORE Mathematics College Readiness Standards
Mathematical Problem Solving	
CCG: Conceptual Understanding. Select, apply, and translate among mathematical representations to solve problems.	
Interpret the concepts of a problem-solving task and translate them into mathematics	Expressions, Equations, & Inequalities Strand Add and subtract simple algebraic expressions
CCG: Processes and Strategies. Apply and adapt a variety of appropriate strategies to solve problems.	
Choose strategies that can work and then carry out the strategies chosen	Basic Operations & Applications Strand Solve some routine two-step arithmetic problems
CCG: Verification. Monitor and reflect on the process of mathematical problem solving.	
Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution	
CCG: Communication. Communicate mathematical thinking coherently and clearly. Use the language of mathematics to express mathematical ideas precisely.	
Use pictures, symbols, and/or vocabulary to convey the path to the identified solution	
CCG: Accuracy. Accurately solve problems that arise in mathematics and other contexts.	
Accurately solve problems using mathematics	Basic Operations & Applications Strand Solve problems in one or two steps using whole numbers

TABLE 2C

OREGON CIM Mathematics Goals and Standards	PLAN Mathematics College Readiness Standards
Calculations and Estimations	
CCG: Numbers. Understand numbers, ways of representing numbers, relationships among numbers, and number systems	
Compare real numbers	<p>Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Order fractions</p>
Order and compare numbers expressed in scientific notation to each other and to other forms of real numbers	<p>Numbers: Concepts & Properties: Work with scientific notation</p>
Recognize that the set of real numbers contains the set of irrational numbers and the set of rational numbers and know the difference between them	<p>Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p>
Locate real numbers on a number line (including approximations of irrational numbers)	<p>Graphical Representations: Locate points on the number line and in the first quadrant</p>
Apply equivalent forms of real numbers to solve problems	<p>Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Numbers: Concepts & Properties: Recognize equivalent fractions and fractions in lowest terms Work with squares and square roots of numbers Work with cubes and cube roots of numbers</p>
CCG: Computation and Estimation. Compute fluently and make reasonable estimates	
Compute with real numbers, including absolute value and numbers expressed in scientific notation	<p>Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Work with scientific notation</p>
Compute with integer exponents and whole number roots	<p>Numbers: Concepts & Properties: Work with squares and square roots of numbers Work problems involving positive integer exponents Work with cubes and cube roots of numbers Apply number properties involving positive/negative numbers Apply rules of exponents</p>

TABLE 2C

OREGON CIM Mathematics Goals and Standards	PLAN Mathematics College Readiness Standards
Calculations and Estimations	
Mentally multiply and divide by powers of 10 to estimate results of computations involving numbers expressed in scientific notation	<p>Numbers: Concepts & Properties:</p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Work with scientific notation</p>
Develop and use strategies to estimate the results of real number computations, determine the amount of error, and judge the reasonableness of results	<p>Basic Operations & Applications:</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Numbers: Concepts & Properties:</p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p>
Estimate the results of computations with integer powers and roots of real numbers	<p>Basic Operations & Applications:</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Numbers: Concepts & Properties:</p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Work with squares and square roots of numbers</p> <p>Work problems involving positive integer exponents</p> <p>Work with cubes and cube roots of numbers</p> <p>Apply number properties involving positive/negative numbers</p> <p>Apply rules of exponents</p>
CCG: Operations and Properties. Understand meanings of operations and how they relate to one another	
Recognize that taking the nth root of a number corresponds to prime factorization	<p>Numbers: Concepts & Properties:</p> <p>Work with squares and square roots of numbers</p> <p>Work problems involving positive integer exponents</p> <p>Apply number properties involving prime factorization</p>
Use the inverse operations of nth power and nth root to solve problems and check solutions	<p>Numbers: Concepts & Properties:</p> <p>Work with squares and square roots of numbers</p> <p>Work problems involving positive integer exponents</p> <p>Work with cubes and cube roots of numbers</p>
Apply the associative, commutative, and distributive properties to simplify computations with real numbers	<p>Basic Operations & Applications:</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p>Numbers: Concepts & Properties:</p> <p>Apply number properties involving positive/negative numbers</p>

TABLE 2C

OREGON CIM Mathematics Goals and Standards	PLAN Mathematics College Readiness Standards
Calculations and Estimations	
Use properties of numbers to demonstrate whether assertions are true or false	Numbers: Concepts & Properties: Apply number properties involving positive/negative numbers

TABLE 2C

OREGON CIM Mathematics Goals and Standards	PLAN Mathematics College Readiness Standards
Statistics and Probability	
CCG: Statistics. Select and use appropriate statistical methods to analyze data	
Estimate from a graph or a set of data the mean and standard deviation of a normal distribution and draw conclusions about the distribution of data using measures of center and spread (e.g., analyze a variety of summary statistics and graphical displays)	<p>Probability, Statistics, & Data Analysis:</p> <p>Calculate the average of a list of numbers</p> <p>Calculate the average, given the number of data values and the sum of the data values</p> <p>Read tables and graphs</p> <p>Perform computations on data from tables and graphs</p> <p>Calculate the average, given the frequency counts of all the data values</p> <p>Calculate or use a weighted average</p> <p>Interpret and use information from figures, tables, and graphs</p> <p>Numbers: Concepts & Properties:</p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p>
Analyze bivariate data and identify the type of function (linear, quadratic, exponential) that could be used to model the data	<p>Probability, Statistics, & Data Analysis:</p> <p>Interpret and use information from figures, tables, and graphs</p> <p>Graphical Representations:</p> <p>Match linear graphs with their equations</p>
CCG: Probability. Understand and apply basic concepts of probability	
Compute the probability of a compound event (e.g., toss a coin three times to find the probability of two heads)	<p>Probability, Statistics, & Data Analysis:</p> <p>Compute straightforward probabilities for common situations</p>
Determine probabilities of dependent and independent events (e.g., use colored marbles with and without replacement)	<p>Probability, Statistics, & Data Analysis:</p> <p>Compute straightforward probabilities for common situations</p>
Use conditional probability to solve problems (e.g., from a sample set for the roll of two tetrahedral die; given that a sum is even, what is the probability that the sum is 6?)	
Determine all possible outcomes of a particular event or all possible arrangements of objects in a given set by applying counting strategies, combinations, and permutations	<p>Probability, Statistics, & Data Analysis:</p> <p>Apply counting techniques</p>
CCG: Collect and Display Data. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them	
Determine appropriate designs for simulations (surveys, observational studies, and experiments) and modeling to study a problem and construct empirical probability distributions to represent results	
Use matrices, histograms, scatter plots, stem-and-leaf plots, and box-and-whisker plots to interpret data	<p>Probability, Statistics, & Data Analysis:</p> <p>Interpret and use information from figures, tables, and graphs</p>

TABLE 2C

OREGON CIM Mathematics Goals and Standards	PLAN Mathematics College Readiness Standards
Statistics and Probability	
Identify examples of populations that are normally distributed	
CCG: Data Analysis and Predictions. Develop and evaluate inferences and predictions that are based on data	
Make inferences and predictions from data in histograms, scatter plots, and parallel box plots	
Make predictions about populations based on reported sample statistics	
Understand that inferences about a population drawn from a sample involve uncertainty and that the role of statistics is to measure that uncertainty	

TABLE 2C

OREGON CIM Mathematics Goals and Standards	PLAN Mathematics College Readiness Standards
Algebraic Relationships	
CCG: Patterns and Functions. Understand patterns, relations, and functions	
Represent and generalize sequences resulting from linear, quadratic, and exponential relationships using recursive or explicit formulas, tables of values, and graphs	<p>Probability, Statistics, & Data Analysis: Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs</p> <p>Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Algebraic Expressions Equations & Inequalities: Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
Produce a valid conjecture using inductive reasoning by generalizing from a pattern of observations	
Evaluate and make a table for two-variable formulas and match a graph or table of values to its formula	<p>Probability, Statistics, & Data Analysis: Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs</p>
Identify independent and dependent variables and determine the domain and range of a function in a problem situation	<p>Graphical Representations: Interpret and use information from graphs in the coordinate plane</p>
CCG: Algebraic Relationships. Represent and analyze mathematical situations and structures using algebraic symbols	
Algebraically represent situations and solve problems involving quadratic and exponential equations, including exponential growth and decay	<p>Algebraic Expressions Equations & Inequalities: Write expressions, equations, and inequalities for common algebra settings Solve quadratic equations</p>
Use graphs to solve non-linear equations, including quadratics	<p>Graphical Representations: Interpret and use information from graphs in the coordinate plane</p>
Represent and solve system of linear equations with two variables using simultaneous equations and by graphing	<p>Algebraic Expressions Equations & Inequalities: Find solutions to systems of linear equations</p> <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane)</p>
Recognize and generate equivalent forms for algebraic expressions, including combining like terms and expanding binomials	<p>Algebraic Expressions Equations & Inequalities: Combine like terms (e.g., $2x + 5x$) Add, subtract, and multiply polynomials</p>
Evaluate algebraic expressions and formulas by substituting real numbers	<p>Algebraic Expressions Equations & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities</p>

TABLE 2C

OREGON CIM Mathematics Goals and Standards	PLAN Mathematics College Readiness Standards
Algebraic Relationships	
Translate between and interpret quadratic and exponential relationships represented by words, symbols, tables, and graphs	<p>Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs</p> <p>Algebraic Expressions Equations & Inequalities: Write expressions, equations, and inequalities for common algebra settings</p>
Determine and interpret maxima or minima and zeros of quadratic functions, and linear functions where $y = \text{constant}$	<p>Algebraic Expressions Equations & Inequalities: Solve quadratic equations</p> <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane</p>
Graph linear inequalities in two variables	<p>Algebraic Expressions Equations & Inequalities: Solve first-degree inequalities that do not require reversing the inequality sign</p> <p>Solve linear inequalities that require reversing the inequality sign</p>
Graph quadratic and exponential equations	
Analyze how changing a parameter (i.e., k , b) in a quadratic or exponential function of the form $y = k^x + b$, $y = kx^2 + b$, or $y = k(x + b)^2$ affects its graph	
CCG: Modeling. Use mathematical models to represent and understand quantitative relationships	
Model situations, make predictions and inferences, and solve problems using linear, quadratic, and exponential functions	<p>Probability, Statistics, & Data Analysis: Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Algebraic Expressions Equations & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities</p> <p>Solve real-world problems using first-degree equations</p> <p>Write expressions, equations, and inequalities for common algebra settings</p> <p>Solve quadratic equations</p>
Determine when data represented in a table or graph represents a linear, quadratic, or exponential relationship	<p>Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs</p>
CCG: Change. Analyze change in various contexts	
Approximate and interpret rates of change in graphical and numeric data	<p>Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs</p>
Analyze the nature of change of each variable in a non-linear relationship as suggested by a table of values, a graph or a formula	<p>Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs</p>

TABLE 2C

OREGON CIM Mathematics Goals and Standards	PLAN Mathematics College Readiness Standards
Measurement	
CCG: Units and Tools. Understand measurable attributes of objects and the units, systems and processes of measurement	
Determine the appropriate units, scales, and tools for problem situations involving measurement	Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
Solve problems involving unit conversions (e.g., mi/hr to ft/sec) given the unit equivalencies	Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
Determine the precision of a given measuring tool (e.g., 1 degree for a standard protractor)	
CCG: Direct and Indirect Measurement. Apply appropriate techniques, tools, and formulas to determine measurements	
Develop and use strategies and formulas for calculating surface area and volume of cones and spheres	Measurement: Use geometric formulas when all necessary information is given
Use formulas to solve problems involving finding missing dimensions given perimeter, area, surface area and volume of polygons, circles, prisms, pyramids, cones, cylinders, and spheres	Properties of Plane Figures: Use the Pythagorean theorem Measurement: Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
Develop and understand, and use the formula for determining arc length (e.g., portion of a circle)	Measurement: Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
Determine perimeter and area of shapes of circles and polygons (annulus, etc.) in context	Measurement: Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
Determine the surface area and volume of a complex figure composed of a combinations of two or more geometric figures or a figure derived from a regular solid (e.g., hemisphere, frustum of a cone)	Measurement: Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
Compare and contrast the formulas for surface area and volume of cylinders and cones	Measurement: Use geometric formulas when all necessary information is given
Determine a shape that has minimum or maximum perimeter, area, surface area, or volume under specified conditions	
Make and use scale drawings and models to solve problems	Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average

TABLE 2C

OREGON CIM Mathematics Goals and Standards	PLAN Mathematics College Readiness Standards
Geometry	
CCG: Properties and Relationships. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships	
Determine defining properties that characterize classes of three-dimensional figures and their component parts	
Recognize and represent three-dimensional figures and their component parts	
Justify and use theorems involving the angles formed by parallel lines cut by a transversal	<p>Properties of Plane Figures: Find the measure of an angle using properties of parallel lines</p>
Develop, understand, and apply properties of circles and of inscribed and circumscribed polygons	<p>Properties of Plane Figures: Use several angle properties to find an unknown angle measure Use properties of isosceles triangles Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles Use the Pythagorean theorem</p> <p>Measurement: Estimate or calculate the length of a line segment based on other lengths given on a geometric figure Compute the perimeter of polygons when all side lengths are given Compute the area and circumference of circles after identifying necessary information</p>
Use measures of sides and of interior and exterior angles of polygons to classify figures and solve problems	<p>Properties of Plane Figures: Use several angle properties to find an unknown angle measure</p> <p>Measurement: Estimate or calculate the length of a line segment based on other lengths given on a geometric figure</p>
Prove congruence of two triangles or their corresponding component parts	<p>Properties of Plane Figures: Find the measure of an angle using properties of parallel lines Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Measurement: Estimate or calculate the length of a line segment based on other lengths given on a geometric figure</p>

TABLE 2C

OREGON CIM Mathematics Goals and Standards	PLAN Mathematics College Readiness Standards
Geometry	
Determine the measures of corresponding angles, sides, and corresponding part of congruent and similar figures	<p>Basic Operations & Applications:</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Properties of Plane Figures:</p> <p>Find the measure of an angle using properties of parallel lines</p> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p>
Use angle, side length and triangle inequality relationships to solve problems	<p>Properties of Plane Figures:</p> <p>Find the measure of an angle using properties of parallel lines</p> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Use properties of isosceles triangles</p> <p>Measurement:</p> <p>Estimate or calculate the length of a line segment based on other lengths given on a geometric figure</p> <p>Compute the area and perimeter of triangles and rectangles in simple problems</p> <p>Compute the perimeter of simple composite geometric figures with unknown side lengths</p>
Use trigonometric functions, and angle and side relationships of special right triangles (30-60-right triangles and isosceles right triangles) to solve for an unknown length and determine distances and solve problems	<p>Properties of Plane Figures:</p> <p>Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles</p>
Investigate relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles	
Construct and judge the validity of a logical argument and give counterexamples to disprove a statement	
Justify and use theorems involving the properties of triangles, quadrilaterals, circles, and their component parts to verify congruence and similarity	
CCG: Modeling. Use visualization, spatial reasoning, and geometric modeling to solve problems	
Model, sketch, label and where appropriate construct cones and spheres, and basic elements of geometric figures (e.g., altitudes, midpoints, medians, angle bisectors, and perpendicular bisectors) using compass and straightedge or technology	
Describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect)	
Make a model of a three-dimensional figure from a two-dimensional drawing and make a two-dimensional representation of a three-dimensional object through scale drawings, perspective drawings, blueprints or computer simulations	

TABLE 2C

OREGON CIM Mathematics Goals and Standards	PLAN Mathematics College Readiness Standards
Geometry	
Recognize representations of three-dimensional objects from different perspectives and identify cross-sections of three-dimensional objects	
CCG: Coordinate Geometry. Specify locations and describe spatial relationships using coordinate geometry and other representational systems	
Determine the relative placement (e.g., intersecting, parallel, perpendicular) of two lines on a coordinate plane given the algebraic equations representing them	<p>Algebraic Expressions Equations & Inequalities: Manipulate expressions and equations</p> <p>Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p>
Calculate slope, distance and midpoint between points with an emphasis on practical applications (use coordinate formulas)	<p>Graphical Representations: Determine the slope of a line from points or equations Find the midpoint of a line segment Use the distance formula</p>
CCG: Transformations and Symmetry. Apply transformations and use symmetry to analyze mathematical situations	
Use coordinate geometry to determine whether a figure is symmetrical with respect to a line or a point	
Determine whether a given pair of figures on a coordinate plane represent a translation, reflection, rotation and/or dilation	
Determine the image of a figure on a coordinate graph under translations, reflections, and rotations	
Given a figure and its image on a coordinate graph, determine the translation vector or locate the axis of reflection	
Determine the coordinates of and draw the dilation of a figure on a coordinate graph	
Analyze the congruence, similarity, and line or rotational symmetry of figures using transformations	

TABLE 2C

OREGON CIM Mathematics Goals and Standards	PLAN Mathematics College Readiness Standards
Mathematical Problem Solving	
CCG: Conceptual Understanding. Select, apply, and translate among mathematical representations to solve problems.	
Interpret the concepts of a problem-solving task and translate them into mathematics	Expressions, Equations, & Inequalities Strand Add and subtract simple algebraic expressions
CCG: Processes and Strategies. Apply and adapt a variety of appropriate strategies to solve problems.	
Choose strategies that can work and then carry out the strategies chosen	Basic Operations & Applications Strand Solve some routine two-step arithmetic problems
CCG: Verification. Monitor and reflect on the process of mathematical problem solving.	
Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution	
CCG: Communication. Communicate mathematical thinking coherently and clearly. Use the language of mathematics to express mathematical ideas precisely.	
Use pictures, symbols, and/or vocabulary to convey the path to the identified solution	
CCG: Accuracy. Accurately solve problems that arise in mathematics and other contexts.	
Accurately solve problems using mathematics	Basic Operations & Applications Strand Solve problems in one or two steps using whole numbers

TABLE 2D

OREGON CIM Mathematics Goals and Standards	ACT Mathematics College Readiness Standards
Calculations and Estimations	
CCG: Numbers. Understand numbers, ways of representing numbers, relationships among numbers, and number systems	
Compare real numbers	Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Order fractions
Order and compare numbers expressed in scientific notation to each other and to other forms of real numbers	Numbers: Concepts & Properties: Work with scientific notation
Recognize that the set of real numbers contains the set of irrational numbers and the set of rational numbers and know the difference between them	Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
Locate real numbers on a number line (including approximations of irrational numbers)	Graphical Representations: Locate points on the number line and in the first quadrant
Apply equivalent forms of real numbers to solve problems	Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Numbers: Concepts & Properties: Recognize equivalent fractions and fractions in lowest terms Work with squares and square roots of numbers Work with cubes and cube roots of numbers
CCG: Computation and Estimation. Compute fluently and make reasonable estimates	
Compute with real numbers, including absolute value and numbers expressed in scientific notation	Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Work with scientific notation
Compute with integer exponents and whole number roots	Numbers: Concepts & Properties: Work with squares and square roots of numbers Work problems involving positive integer exponents Work with cubes and cube roots of numbers Apply number properties involving positive/negative numbers Apply rules of exponents

TABLE 2D

OREGON CIM Mathematics Goals and Standards	ACT Mathematics College Readiness Standards
Calculations and Estimations	
Mentally multiply and divide by powers of 10 to estimate results of computations involving numbers expressed in scientific notation	<p>Numbers: Concepts & Properties:</p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Work with scientific notation</p>
Develop and use strategies to estimate the results of real number computations, determine the amount of error, and judge the reasonableness of results	<p>Basic Operations & Applications:</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Numbers: Concepts & Properties:</p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p>
Estimate the results of computations with integer powers and roots of real numbers	<p>Basic Operations & Applications:</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Numbers: Concepts & Properties:</p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Work with squares and square roots of numbers</p> <p>Work problems involving positive integer exponents</p> <p>Work with cubes and cube roots of numbers</p> <p>Apply number properties involving positive/negative numbers</p> <p>Apply rules of exponents</p>
CCG: Operations and Properties. Understand meanings of operations and how they relate to one another	
Recognize that taking the nth root of a number corresponds to prime factorization	<p>Numbers: Concepts & Properties:</p> <p>Work with squares and square roots of numbers</p> <p>Work problems involving positive integer exponents</p> <p>Apply number properties involving prime factorization</p>
Use the inverse operations of nth power and nth root to solve problems and check solutions	<p>Numbers: Concepts & Properties:</p> <p>Work with squares and square roots of numbers</p> <p>Work problems involving positive integer exponents</p> <p>Work with cubes and cube roots of numbers</p>
Apply the associative, commutative, and distributive properties to simplify computations with real numbers	<p>Basic Operations & Applications:</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p>Numbers: Concepts & Properties:</p> <p>Apply number properties involving positive/negative numbers</p>

TABLE 2D

OREGON CIM Mathematics Goals and Standards	ACT Mathematics College Readiness Standards
Calculations and Estimations	
Use properties of numbers to demonstrate whether assertions are true or false	Numbers: Concepts & Properties: Apply number properties involving positive/negative numbers

TABLE 2D

OREGON CIM Mathematics Goals and Standards	ACT Mathematics College Readiness Standards
Statistics and Probability	
CCG: Statistics. Select and use appropriate statistical methods to analyze data	
Estimate from a graph or a set of data the mean and standard deviation of a normal distribution and draw conclusions about the distribution of data using measures of center and spread (e.g., analyze a variety of summary statistics and graphical displays)	<p>Probability, Statistics, & Data Analysis:</p> <p>Calculate the average of a list of numbers</p> <p>Calculate the average, given the number of data values and the sum of the data values</p> <p>Read tables and graphs</p> <p>Perform computations on data from tables and graphs</p> <p>Calculate the average, given the frequency counts of all the data values</p> <p>Calculate or use a weighted average</p> <p>Interpret and use information from figures, tables, and graphs</p> <p>Distinguish between mean, median, and mode for a list of numbers</p> <p>Numbers: Concepts & Properties:</p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p>
Analyze bivariate data and identify the type of function (linear, quadratic, exponential) that could be used to model the data	<p>Probability, Statistics, & Data Analysis:</p> <p>Interpret and use information from figures, tables, and graphs</p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Graphical Representations:</p> <p>Match linear graphs with their equations</p> <p>Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$</p>
CCG: Probability. Understand and apply basic concepts of probability	
Compute the probability of a compound event (e.g., toss a coin three times to find the probability of two heads)	<p>Probability, Statistics, & Data Analysis:</p> <p>Compute straightforward probabilities for common situations</p>
Determine probabilities of dependent and independent events (e.g., use colored marbles with and without replacement)	<p>Probability, Statistics, & Data Analysis:</p> <p>Compute straightforward probabilities for common situations</p> <p>Compute a probability when the event and/or sample space are not given or obvious</p>
Use conditional probability to solve problems (e.g., from a sample set for the roll of two tetrahedral die; given that a sum is even, what is the probability that the sum is 6?)	<p>Probability, Statistics, & Data Analysis:</p> <p>Exhibit knowledge of conditional and joint probability</p>
Determine all possible outcomes of a particular event or all possible arrangements of objects in a given set by applying counting strategies, combinations, and permutations	<p>Probability, Statistics, & Data Analysis:</p> <p>Apply counting techniques</p>

TABLE 2D

OREGON CIM Mathematics Goals and Standards	ACT Mathematics College Readiness Standards
Statistics and Probability	
CCG: Collect and Display Data. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them	
Determine appropriate designs for simulations (surveys, observational studies, and experiments) and modeling to study a problem and construct empirical probability distributions to represent results	Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs
Use matrices, histograms, scatter plots, stem-and-leaf plots, and box-and-whisker plots to interpret data	Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs
Identify examples of populations that are normally distributed	
CCG: Data Analysis and Predictions. Develop and evaluate inferences and predictions that are based on data	
Make inferences and predictions from data in histograms, scatter plots, and parallel box plots	Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs
Make predictions about populations based on reported sample statistics	Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs
Understand that inferences about a population drawn from a sample involve uncertainty and that the role of statistics is to measure that uncertainty	

TABLE 2D

OREGON CIM Mathematics Goals and Standards	ACT Mathematics College Readiness Standards
Algebraic Relationships	
CCG: Patterns and Functions. Understand patterns, relations, and functions	
Represent and generalize sequences resulting from linear, quadratic, and exponential relationships using recursive or explicit formulas, tables of values, and graphs	<p>Probability, Statistics, & Data Analysis: Translate from one representation of data to another (e.g., a bar graph to a circle graph) Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Exhibit knowledge of logarithms and geometric sequences</p> <p>Algebraic Expressions Equations & Inequalities: Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
Produce a valid conjecture using inductive reasoning by generalizing from a pattern of observations	
Evaluate and make a table for two-variable formulas and match a graph or table of values to its formula	<p>Probability, Statistics, & Data Analysis: Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs</p>
Identify independent and dependent variables and determine the domain and range of a function in a problem situation	<p>Graphical Representations: Interpret and use information from graphs in the coordinate plane</p>
CCG: Algebraic Relationships. Represent and analyze mathematical situations and structures using algebraic symbols	
Algebraically represent situations and solve problems involving quadratic and exponential equations, including exponential growth and decay	<p>Algebraic Expressions Equations & Inequalities: Write expressions, equations, and inequalities for common algebra settings Solve quadratic equations</p>
Use graphs to solve non-linear equations, including quadratics	<p>Graphical Representations: Interpret and use information from graphs in the coordinate plane</p>
Represent and solve system of linear equations with two variables using simultaneous equations and by graphing	<p>Algebraic Expressions Equations & Inequalities: Find solutions to systems of linear equations</p> <p>Graphical Representations: Interpret and use information from graphs in the coordinate plane)</p>
Recognize and generate equivalent forms for algebraic expressions, including combining like terms and expanding binomials	<p>Algebraic Expressions Equations & Inequalities: Combine like terms (e.g., $2x + 5x$) Add, subtract, and multiply polynomials</p>

TABLE 2D

OREGON CIM Mathematics Goals and Standards	ACT Mathematics College Readiness Standards
Algebraic Relationships	
Evaluate algebraic expressions and formulas by substituting real numbers	Algebraic Expressions Equations & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities
Translate between and interpret quadratic and exponential relationships represented by words, symbols, tables, and graphs	Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs Algebraic Expressions Equations & Inequalities: Write expressions, equations, and inequalities for common algebra settings
Determine and interpret maxima or minima and zeros of quadratic functions, and linear functions where $y = \text{constant}$	Graphical Representations: Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)
Graph linear inequalities in two variables	Algebraic Expressions Equations & Inequalities: Solve first-degree inequalities that do not require reversing the inequality sign Solve linear inequalities that require reversing the inequality sign
Graph quadratic and exponential equations	
Analyze how changing a parameter (i.e., k , b) in a quadratic or exponential function of the form $y = kx + b$, $y = kx^2 + b$, or $y = k(x + b)^2$ affects its graph	Graphical Representations: Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)
CCG: Modeling. Use mathematical models to represent and understand quantitative relationships	
Model situations, make predictions and inferences, and solve problems using linear, quadratic, and exponential functions	Probability, Statistics, & Data Analysis: Translate from one representation of data to another (e.g., a bar graph to a circle graph) Algebraic Expressions Equations & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities Solve real-world problems using first-degree equations Write expressions, equations, and inequalities for common algebra settings Solve quadratic equations Write expressions that require planning and/or manipulating to accurately model a situation
Determine when data represented in a table or graph represents a linear, quadratic, or exponential relationship	Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs
CCG: Change. Analyze change in various contexts	
Approximate and interpret rates of change in graphical and numeric data	Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs

TABLE 2D

OREGON CIM Mathematics Goals and Standards	ACT Mathematics College Readiness Standards
Algebraic Relationships	
Analyze the nature of change of each variable in a non-linear relationship as suggested by a table of values, a graph or a formula	Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs

TABLE 2D

OREGON CIM Mathematics Goals and Standards	ACT Mathematics College Readiness Standards
Measurement	
CCG: Units and Tools. Understand measurable attributes of objects and the units, systems and processes of measurement	
Determine the appropriate units, scales, and tools for problem situations involving measurement	Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
Solve problems involving unit conversions (e.g., mi/hr to ft/sec) given the unit equivalencies	Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
Determine the precision of a given measuring tool (e.g., 1 degree for a standard protractor)	
CCG: Direct and Indirect Measurement. Apply appropriate techniques, tools, and formulas to determine measurements	
Develop and use strategies and formulas for calculating surface area and volume of cones and spheres	Measurement: Use geometric formulas when all necessary information is given
Use formulas to solve problems involving finding missing dimensions given perimeter, area, surface area and volume of polygons, circles, prisms, pyramids, cones, cylinders, and spheres	Properties of Plane Figures: Use the Pythagorean theorem Measurement: Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
Develop and understand, and use the formula for determining arc length (e.g., portion of a circle)	Properties of Plane Figures: Use relationships among angles, arcs, and distances in a circle Measurement: Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
Determine perimeter and area of shapes of circles and polygons (annulus, etc.) in context	Measurement: Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
Determine the surface area and volume of a complex figure composed of a combinations of two or more geometric figures or a figure derived from a regular solid (e.g., hemisphere, frustum of a cone)	Measurement: Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
Compare and contrast the formulas for surface area and volume of cylinders and cones	Measurement: Use geometric formulas when all necessary information is given
Determine a shape that has minimum or maximum perimeter, area, surface area, or volume under specified conditions	Graphical Representations: Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Measurement: Use relationships involving area, perimeter, and volume of geometric figures to compute another measure

TABLE 2D

OREGON CIM Mathematics Goals and Standards	ACT Mathematics College Readiness Standards
Measurement	
<p>Make and use scale drawings and models to solve problems</p>	<p>Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>

TABLE 2D

OREGON CIM Mathematics Goals and Standards	ACT Mathematics College Readiness Standards
Geometry	
CCG: Properties and Relationships. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships	
Determine defining properties that characterize classes of three-dimensional figures and their component parts	
Recognize and represent three-dimensional figures and their component parts	
Justify and use theorems involving the angles formed by parallel lines cut by a transversal	<p>Properties of Plane Figures: Find the measure of an angle using properties of parallel lines</p>
Develop, understand, and apply properties of circles and of inscribed and circumscribed polygons	<p>Properties of Plane Figures: Use several angle properties to find an unknown angle measure Use properties of isosceles triangles Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles Use the Pythagorean theorem Use relationships among angles, arcs, and distances in a circle</p> <p>Measurement: Estimate or calculate the length of a line segment based on other lengths given on a geometric figure Compute the perimeter of polygons when all side lengths are given Compute the area and circumference of circles after identifying necessary information</p>
Use measures of sides and of interior and exterior angles of polygons to classify figures and solve problems	<p>Properties of Plane Figures: Use several angle properties to find an unknown angle measure</p> <p>Measurement: Estimate or calculate the length of a line segment based on other lengths given on a geometric figure</p>
Prove congruence of two triangles or their corresponding component parts	<p>Properties of Plane Figures: Find the measure of an angle using properties of parallel lines Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Measurement: Estimate or calculate the length of a line segment based on other lengths given on a geometric figure</p>

TABLE 2D

OREGON CIM Mathematics Goals and Standards	ACT Mathematics College Readiness Standards
Geometry	
Determine the measures of corresponding angles, sides, and corresponding part of congruent and similar figures	<p>Basic Operations & Applications:</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Properties of Plane Figures:</p> <p>Find the measure of an angle using properties of parallel lines</p> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p>
Use angle, side length and triangle inequality relationships to solve problems	<p>Properties of Plane Figures:</p> <p>Find the measure of an angle using properties of parallel lines</p> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)</p> <p>Use properties of isosceles triangles</p> <p>Measurement:</p> <p>Estimate or calculate the length of a line segment based on other lengths given on a geometric figure</p> <p>Compute the area and perimeter of triangles and rectangles in simple problems</p> <p>Compute the perimeter of simple composite geometric figures with unknown side lengths</p>
Use trigonometric functions, and angle and side relationships of special right triangles (30-60-right triangles and isosceles right triangles) to solve for an unknown length and determine distances and solve problems	<p>Properties of Plane Figures:</p> <p>Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles</p> <p>Functions:</p> <p>Apply basic trigonometric ratios to solve right-triangle problems</p>
Investigate relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles	<p>Properties of Plane Figures:</p> <p>Use relationships among angles, arcs, and distances in a circle</p>
Construct and judge the validity of a logical argument and give counterexamples to disprove a statement	
Justify and use theorems involving the properties of triangles, quadrilaterals, circles, and their component parts to verify congruence and similarity	
CCG: Modeling. Use visualization, spatial reasoning, and geometric modeling to solve problems	
Model, sketch, label and where appropriate construct cones and spheres, and basic elements of geometric figures (e.g., altitudes, midpoints, medians, angle bisectors, and perpendicular bisectors) using compass and straightedge or technology	
Describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect)	

TABLE 2D

OREGON CIM Mathematics Goals and Standards	ACT Mathematics College Readiness Standards
Geometry	
Make a model of a three-dimensional figure from a two-dimensional drawing and make a two-dimensional representation of a three-dimensional object through scale drawings, perspective drawings, blueprints or computer simulations	
Recognize representations of three-dimensional objects from different perspectives and identify cross-sections of three-dimensional objects	
CCG: Coordinate Geometry. Specify locations and describe spatial relationships using coordinate geometry and other representational systems	
Determine the relative placement (e.g., intersecting, parallel, perpendicular) of two lines on a coordinate plane given the algebraic equations representing them	Algebraic Expressions Equations & Inequalities: Manipulate expressions and equations Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point
Calculate slope, distance and midpoint between points with an emphasis on practical applications (use coordinate formulas)	Graphical Representations: Determine the slope of a line from points or equations Find the midpoint of a line segment Use the distance formula
CCG: Transformations and Symmetry. Apply transformations and use symmetry to analyze mathematical situations	
Use coordinate geometry to determine whether a figure is symmetrical with respect to a line or a point	
Determine whether a given pair of figures on a coordinate plane represent a translation, reflection, rotation and/or dilation	
Determine the image of a figure on a coordinate graph under translations, reflections, and rotations	
Given a figure and its image on a coordinate graph, determine the translation vector or locate the axis of reflection	
Determine the coordinates of and draw the dilation of a figure on a coordinate graph	
Analyze the congruence, similarity, and line or rotational symmetry of figures using transformations	

TABLE 2D

OREGON CIM Mathematics Goals and Standards	ACT Mathematics College Readiness Standards
Mathematical Problem Solving	
CCG: Conceptual Understanding. Select, apply, and translate among mathematical representations to solve problems.	
Interpret the concepts of a problem-solving task and translate them into mathematics	Expressions, Equations, & Inequalities Strand Add and subtract simple algebraic expressions
CCG: Processes and Strategies. Apply and adapt a variety of appropriate strategies to solve problems.	
Choose strategies that can work and then carry out the strategies chosen	Basic Operations & Applications Strand Solve some routine two-step arithmetic problems
CCG: Verification. Monitor and reflect on the process of mathematical problem solving.	
Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution	
CCG: Communication. Communicate mathematical thinking coherently and clearly. Use the language of mathematics to express mathematical ideas precisely.	
Use pictures, symbols, and/or vocabulary to convey the path to the identified solution	
CCG: Accuracy. Accurately solve problems that arise in mathematics and other contexts.	
Accurately solve problems using mathematics	Basic Operations & Applications Strand Solve problems in one or two steps using whole numbers

**SUPPLEMENT
TABLES 3A–3C
SCIENCE**

TABLE 3A

OREGON Grade 8 Science Goals and Standards	EXPLORE Science College Readiness Standards
PHYSICAL SCIENCE: <u>Understand structures and properties of matter and changes that occur in the physical world.</u>	
<u>MATTER</u>	
CCG. <u>Understand structure and properties of matter.</u>	
Content Standard: <u>Understand structure and properties of matter.</u>	
Benchmark 3: <u>Compare properties of specific substances.</u>	
<ul style="list-style-type: none"> • <u>Describe how to measure characteristic properties including boiling and melting points, solubility, and density.</u> 	
<ul style="list-style-type: none"> • <u>Recognize that substances may be grouped by their physical properties.</u> 	
<ul style="list-style-type: none"> • <u>Use the concept of density to evaluate which objects will float or sink in water.</u> 	
CCG. <u>Understand chemical and physical changes.</u>	
Content Standard: <u>Describe and analyze chemical and physical changes.</u>	
Benchmark 3: <u>Compare physical and chemical changes.</u>	
<ul style="list-style-type: none"> • <u>Distinguish between examples of chemical changes and physical changes.</u> 	
<ul style="list-style-type: none"> • <u>Describe processes that will separate the components of physical mixtures.</u> 	
<ul style="list-style-type: none"> • <u>Describe events that accompany chemical changes, but not physical changes.</u> 	
<ul style="list-style-type: none"> • <u>Explain how our understanding of the nature of matter and chemical reactions has changed over time.</u> 	
<u>FORCE</u>	
CCG. <u>Understand fundamental forces, their forms, and their effects on motion.</u>	
Content Standard: <u>Describe fundamental forces and the motions resulting from them.</u>	
Benchmark 3: <u>Explain interactions between force and matter and relationships among force, mass, and motion.</u>	
<ul style="list-style-type: none"> • <u>Recognize and describe the motion of an object based on its mass and the force exerted on it.</u> 	
<ul style="list-style-type: none"> • <u>Predict the change in direction or speed of an object by changing the forces acting on it.</u> 	
<ul style="list-style-type: none"> • <u>Explain inertia.</u> 	
Benchmark 3: <u>Recognize that every object exerts gravitational force on every other object.</u>	
<ul style="list-style-type: none"> • <u>Describe the effect of gravitational force on objects at the Earth's surface.</u> 	

TABLE 3A

OREGON Grade 8 Science Goals and Standards	EXPLORE Science College Readiness Standards
PHYSICAL SCIENCE: <u>Understand structures and properties of matter and changes that occur in the physical world.</u>	
<u>ENERGY</u>	
CCG. <u>Understand energy, its transformations, and interactions with matter.</u>	
Content Standard: <u>Explain and analyze the interaction of energy and matter.</u>	
Benchmark 3: <u>Compare forms and behaviors of various types of energy.</u>	
<ul style="list-style-type: none"> • <u>Distinguish between the forms of energy including heat, chemical, mechanical, and gravitational potential energy.</u> 	
Benchmark 3: <u>Describe and explain various energy transfers and resulting transformations.</u>	
<ul style="list-style-type: none"> • <u>Trace the flow of energy transformations in a system.</u> 	
<ul style="list-style-type: none"> • <u>Explain the principle that energy is conserved, neither created nor destroyed.</u> 	
<ul style="list-style-type: none"> • <u>Identify how technological advances have changed humankind’s use of energy.</u> 	

TABLE 3A

OREGON Grade 8 Science Goals and Standards	EXPLORE Science College Readiness Standards
<u>LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment.</u>	
<u>ORGANISMS</u>	
CCG. <u>Understand the characteristics, structure, and functions of organisms.</u>	
Content Standard: <u>Describe the characteristics, structure, and functions of organisms.</u>	
Benchmark 3: <u>Describe and explain the relationship and interaction of organ systems.</u>	
<ul style="list-style-type: none"> • <u>Identify organ systems at work during a particular activity and describe their effect on each other.</u> 	
Benchmark 3: <u>Describe and explain the structure and functions of an organism in terms of cells, tissues, and organs.</u>	
<ul style="list-style-type: none"> • <u>Identify differences and similarities between plant and animal cells.</u> 	
<ul style="list-style-type: none"> • <u>Recognize how structural differences among organisms at the cellular, tissue, and organ level are related to their habitat and life requirements.</u> 	
<ul style="list-style-type: none"> • <u>Identify photosynthesis as the process by which plants use the energy from light to make sugars out of carbon dioxide and water, and that this food can be used immediately for fuel or materials or it may be stored for later use.</u> 	
<ul style="list-style-type: none"> • <u>Explain how our understanding of cells and microbes has changed over time.</u> 	
<u>HEREDITY</u>	
CCG. <u>Understand the transmission of traits in living things.</u>	
Content Standard: <u>Understand the transmission of traits in living things.</u>	
Benchmark 3: <u>Describe how the traits of an organism are passed from generation to generation.</u>	
<ul style="list-style-type: none"> • <u>Distinguish between asexual and sexual reproduction.</u> 	
<ul style="list-style-type: none"> • <u>Identify traits inherited through genes and those resulting from interactions with the environment.</u> 	
<ul style="list-style-type: none"> • <u>Use simple laws of probability to predict patterns of heredity with the use of Punnett squares.</u> 	
<ul style="list-style-type: none"> • <u>Explain how our understanding of heredity has changed over time.</u> 	

TABLE 3A

OREGON Grade 8 Science Goals and Standards	EXPLORE Science College Readiness Standards
<u>LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment.</u>	
<u>DIVERSITY/INTERDEPENDENCE</u>	
CCG. <u>Understand the relationships among living things and between living things and their environments.</u>	
Content Standard: <u>Explain and analyze the interdependence of organisms in their natural environment.</u>	
Benchmark 3: <u>Identify and describe the factors that influence or change the balance of populations in their environment.</u>	
<ul style="list-style-type: none"> • <u>Identify that sunlight is the major source of energy in most ecosystems and that energy then passes from organism to organism in food webs.</u> 	
<ul style="list-style-type: none"> • <u>Identify populations of organisms within an ecosystem by the function that they serve.</u> 	
<ul style="list-style-type: none"> • <u>Differentiate between relationships among organisms including predator-prey, producer-consumer, and parasite-host.</u> 	
<ul style="list-style-type: none"> • <u>Explain the importance of niche to an organism’s ability to avoid direct competition for resources.</u> 	
Benchmark 3: <u>Describe and explain the theory of natural selection as a mechanism for evolution.</u>	
<ul style="list-style-type: none"> • <u>Identify and explain how random variations in species can be preserved through natural selection.</u> 	
<ul style="list-style-type: none"> • <u>Describe how animal and plant structures adapt to environmental change.</u> 	

TABLE 3A

OREGON Grade 8 Science Goals and Standards	EXPLORE Science College Readiness Standards
<p>EARTH AND SPACE SCIENCE: Understand <u>physical properties of the Earth, how those properties change, and the Earth’s relationship to other celestial bodies.</u></p>	
<p><u>THE DYNAMIC EARTH</u></p>	
<p>CCG. <u>Understand the properties and limited availability of the materials which make up the Earth.</u></p>	
<p>Content Standard: <u>Identify the structure of the Earth system and the availability and use of the materials that make up that system.</u></p>	
<p>Benchmark 3: <u>Recognize that Earth materials are limited, and explore strategies for addressing this problem.</u></p>	
<ul style="list-style-type: none"> • <u>Identify ways in which various resources can be recycled and reused.</u> 	
<p>CCG. <u>Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.</u></p>	
<p>Content Standard: <u>Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.</u></p>	
<p>Benchmark 3: <u>Explain the water cycle and its relationship to weather and climatic patterns.</u></p>	
<ul style="list-style-type: none"> • <u>Explain the water cycle.</u> 	
<ul style="list-style-type: none"> • <u>Identify factors that cause or affect weather patterns.</u> 	
<ul style="list-style-type: none"> • <u>Identify factors that affect the rate of evaporation, condensation, and cloud formation.</u> 	
<ul style="list-style-type: none"> • <u>Identify the difference between weather and climate.</u> 	
<ul style="list-style-type: none"> • <u>Explain how geography affects climate.</u> 	
<p>Benchmark 3: <u>Describe the Earth’s structure and how it changes over time.</u></p>	
<ul style="list-style-type: none"> • <u>Recognize the solid Earth is layered with a lithosphere, a hot convecting mantle, and a dense metallic core.</u> 	
<ul style="list-style-type: none"> • <u>Identify the processes that result in different kinds of landforms.</u> 	
<ul style="list-style-type: none"> • <u>Identify factors affecting water flow, soil erosion, and deposition.</u> 	
<ul style="list-style-type: none"> • <u>Give examples of landform changes that occur at different rates.</u> 	
<ul style="list-style-type: none"> • <u>Describe the evidence for and the development of the theory of plate tectonics.</u> 	
<ul style="list-style-type: none"> • <u>Explain the rock cycle in terms of constructive (crustal deformation, volcanic eruption, and sediment deposition) and destructive (weathering and erosion) forces in land formation.</u> 	
<ul style="list-style-type: none"> • <u>Describe that the total amount of Earth material stays the same as its forms change in the rock cycle.</u> 	

TABLE 3A

OREGON Grade 8 Science Goals and Standards	EXPLORE Science College Readiness Standards
<p><u>EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationship to other celestial bodies.</u></p>	
<p><u>THE EARTH IN SPACE</u></p>	
<p>CCG. <u>Understand the Earth's place in the solar system and the universe.</u></p>	
<p>Content Standard: <u>Explain relationships among the Earth, sun, moon, and the solar system.</u></p>	
<p>Benchmark 3: <u>Explain the relationship of the Earth's motion to the day, season, year, phases of the moon, and eclipses.</u></p>	
<ul style="list-style-type: none"> • <u>Explain the relationship between the cycle of seasons and the tilt of the Earth on its axis.</u> 	
<p><u>THE UNIVERSE</u></p>	
<p>CCG. <u>Describe natural objects, events, and processes outside the Earth, both past and present.</u></p>	

TABLE 3A

OREGON Grade 8 Science Goals and Standards	EXPLORE Science College Readiness Standards
SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.	
FORMING THE QUESTION/HYPOTHESIS	
CCG. Formulate and express scientific questions or hypotheses to be investigated.	Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
Content Standard: Make observations. Formulate and express scientific questions or hypotheses to be investigated based on the observations.	Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
Benchmark 3: Based on observations and scientific concepts, ask questions or form hypotheses that can be explored through scientific investigations.	Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
DESIGNING THE INVESTIGATION	
CCG. Design safe and ethical scientific investigations to address questions or hypotheses.	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
Content Standard: Design scientific investigations to address and explain questions or hypotheses.	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
Benchmark 3: Design a scientific investigation to answer questions or test hypotheses.	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
COLLECTING AND PRESENTING DATA	
CCG. Conduct procedures to collect, organize, and display scientific data.	Interpretation of Data: Translate information into a table, graph, or diagram
Content Standard: Collect, organize, and display scientific data.	Interpretation of Data: Translate information into a table, graph, or diagram
Benchmark 3: Collect, organize, and display sufficient data to support analysis.	Interpretation of Data: Translate information into a table, graph, or diagram

TABLE 3A

OREGON Grade 8 Science Goals and Standards	EXPLORE Science College Readiness Standards
<p>SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.</p>	
<p>ANALYZING AND INTERPRETING RESULTS</p>	
<p>CCG. Analyze scientific information to develop and present conclusions.</p>	<p>Interpretation of Data:</p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p> <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p>

TABLE 3A

OREGON Grade 8 Science Goals and Standards	EXPLORE Science College Readiness Standards
<p>SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.</p>	
<p>Content Standard: Analyze scientific information to develop and present conclusions.</p>	<p>Interpretation of Data:</p> <ul style="list-style-type: none"> Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table) <p>Scientific Investigation:</p> <ul style="list-style-type: none"> Understand the methods and tools used in a simple experiment Understand a simple experimental design <p>Evaluation of Models, Inferences, and Experimental Results:</p> <ul style="list-style-type: none"> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model

TABLE 3A

OREGON Grade 8 Science Goals and Standards	EXPLORE Science College Readiness Standards
<p>SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.</p>	
<p>Benchmark 3: Summarize and analyze data including possible sources of error. Explain results and offer reasonable and accurate interpretations and implications.</p>	<p>Interpretation of Data:</p> <ul style="list-style-type: none"> Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table) <p>Scientific Investigation:</p> <ul style="list-style-type: none"> Understand the methods and tools used in a simple experiment Understand a simple experimental design <p>Evaluation of Models, Inferences, and Experimental Results:</p> <ul style="list-style-type: none"> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model

TABLE 3B

OREGON CIM/CAM Science Goals and Standards	PLAN Science College Readiness Standards
PHYSICAL SCIENCE: <u>Understand structures and properties of matter and changes that occur in the physical world.</u>	
<u>MATTER</u>	
CCG. <u>Understand structure and properties of matter.</u>	
Content Standard: <u>Understand structure and properties of matter.</u>	
CIM/CAM: <u>Describe properties of elements and their relationship to the periodic table.</u>	
<ul style="list-style-type: none"> • <u>Explain atoms and their base components (protons, neutrons, and electrons) as a basis for all matter.</u> 	
<ul style="list-style-type: none"> • <u>Read and interpret the periodic table, recognizing the relationship of the chemical and physical properties of the elements to their position on the periodic table.</u> 	
<ul style="list-style-type: none"> • <u>Recognize that the historical development of atomic theory demonstrates how scientific knowledge changes over time, and how those changes have had an impact on society.</u> 	
CCG. <u>Understand chemical and physical changes.</u>	
Content Standard: <u>Describe and analyze chemical and physical changes.</u>	
CIM/CAM: <u>Analyze the effects of various factors on physical changes and chemical reactions.</u>	
<ul style="list-style-type: none"> • <u>Describe how transformations among solids, liquids, and gases occur (change of state).</u> 	
<ul style="list-style-type: none"> • <u>Identify factors that can influence change of state, including temperature, pressure, and concentration.</u> 	
<ul style="list-style-type: none"> • <u>Describe chemical reactions in terms of reactants and products.</u> 	
<ul style="list-style-type: none"> • <u>Describe the factors that affect the rate of chemical reactions.</u> 	
<ul style="list-style-type: none"> • <u>Recognize examples that show when substances combine or break apart in a chemical reaction, the total mass remains the same (conservation of mass).</u> 	
<u>FORCE</u>	
CCG. <u>Understand fundamental forces, their forms, and their effects on motion.</u>	
Content Standard: <u>Describe fundamental forces and the motions resulting from them.</u>	
CIM/CAM: <u>Describe and explain the effects of multiple forces acting on an object.</u>	
<ul style="list-style-type: none"> • <u>Understand and apply the relationship $F = ma$ in situations in which one force acts on an object.</u> 	
<ul style="list-style-type: none"> • <u>Recognize that equal and opposite forces occur when one object exerts a force on another.</u> 	
<ul style="list-style-type: none"> • <u>Describe the forces acting on an object, based on the motion of that object.</u> 	

TABLE 3B

OREGON CIM/CAM Science Goals and Standards	PLAN Science College Readiness Standards
<p>PHYSICAL SCIENCE: <u>Understand structures and properties of matter and changes that occur in the physical world.</u></p>	
<p>CIM/CAM: <u>Recognize that gravity is a universal force.</u></p>	
<ul style="list-style-type: none"> • <u>Describe the relationship of mass and distance to gravitational force.</u> 	
<p><u>ENERGY</u></p>	
<p>CCG. <u>Understand energy, its transformations, and interactions with matter.</u></p>	
<p>Content Standard: <u>Explain and analyze the interaction of energy and matter.</u></p>	
<p>CIM/CAM: <u>Describe differences and similarities between kinds of waves, including sound, seismic, and electromagnetic, as a means of transmitting energy.</u></p>	
<ul style="list-style-type: none"> • <u>Recognize that waves of all kinds have energy that can be transferred when the waves interact with matter.</u> 	
<ul style="list-style-type: none"> • <u>Apply the concepts of frequency, wavelength, amplitude, and energy to electromagnetic and mechanical waves.</u> 	
<p>CIM/CAM: <u>Describe and analyze examples of conservation of energy.</u></p>	
<ul style="list-style-type: none"> • <u>Recognize that heat energy is a byproduct of most energy transformations.</u> 	
<ul style="list-style-type: none"> • <u>Describe ways in which energy can be transferred, including chemical reactions, nuclear reactions, and light waves.</u> 	
<ul style="list-style-type: none"> • <u>Explain the difference between potential and kinetic energy.</u> 	
<ul style="list-style-type: none"> • <u>Analyze the flow of energy through a system by applying the law of conservation of energy.</u> 	

TABLE 3B

OREGON CIM/CAM Science Goals and Standards	PLAN Science College Readiness Standards
<u>LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment.</u>	
<u>ORGANISMS</u>	
CCG. <u>Understand the characteristics, structure, and functions of organisms.</u>	
Content Standard: <u>Describe the characteristics, structure, and functions of organisms.</u>	
CIM/CAM: <u>Describe, explain, and compare the structure and functions of cells in organisms.</u>	
<ul style="list-style-type: none"> • <u>Describe how biological systems can maintain equilibrium (homeostasis).</u> 	
<ul style="list-style-type: none"> • <u>Identify unique structures in cells from plants, animals, and prokaryotes.</u> 	
<ul style="list-style-type: none"> • <u>Identify cell organelles and state how their activities contribute to a particular type of cell carrying out its functions.</u> 	
<ul style="list-style-type: none"> • <u>Explain the role of the cell membrane in cell transport.</u> 	
<ul style="list-style-type: none"> • <u>Distinguish between active and passive transport, including diffusion and osmosis, explaining the mechanics of each.</u> 	
<ul style="list-style-type: none"> • <u>Describe photosynthesis as a chemical process and part of the carbon cycle.</u> 	
<ul style="list-style-type: none"> • <u>Explain how the development of tools and technology, including microscopes, has aided in the understanding of cells and microbes.</u> 	
<u>HEREDITY</u>	
CCG. <u>Understand the transmission of traits in living things.</u>	
Content Standard: <u>Understand the transmission of traits in living things.</u>	
CIM/CAM: <u>Explain laws of heredity and their relationship to the structure and function of DNA.</u>	
<ul style="list-style-type: none"> • <u>Describe the structure of DNA and the way that DNA functions to control protein synthesis.</u> 	
<ul style="list-style-type: none"> • <u>Recognize and understand the differences between meiosis and mitosis in cellular reproduction.</u> 	
<ul style="list-style-type: none"> • <u>Recognize that changes in DNA (mutations) and anomalies in chromosomes create changes in organisms.</u> 	
<ul style="list-style-type: none"> • <u>Apply concepts of inheritance of traits, including Mendel's laws, Punnett squares, and pedigrees, to determine the characteristics of offspring.</u> 	
<ul style="list-style-type: none"> • <u>Recognize the existence of technology that can alter and/or determine inherited traits.</u> 	

TABLE 3B

OREGON CIM/CAM Science Goals and Standards	PLAN Science College Readiness Standards
<u>LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment.</u>	
<u>DIVERSITY/INTERDEPENDENCE</u>	
CCG. <u>Understand the relationships among living things and between living things and their environments.</u>	
Content Standard: <u>Explain and analyze the interdependence of organisms in their natural environment.</u>	
CIM/CAM: <u>Describe and analyze the effect of species, including humans, on an ecosystem.</u>	
<ul style="list-style-type: none"> • <u>Predict outcomes of changes in resources and energy flow in an ecosystem.</u> 	
<ul style="list-style-type: none"> • <u>Explain how humans and other species can impact an ecosystem.</u> 	
<ul style="list-style-type: none"> • <u>Explain how the balance of resources will change with the introduction or loss of a new species within an ecosystem.</u> 	
CIM/CAM: <u>Analyze how living things have changed over geological time, using fossils and other scientific evidence.</u>	
<ul style="list-style-type: none"> • <u>Recognize that, over time, natural selection may result in development of a new species or subspecies.</u> 	
<ul style="list-style-type: none"> • <u>Recognize that natural selection and its evolutionary consequences provide an explanation for the fossil record as well as an explanation for the molecular similarities among varied species.</u> 	
<ul style="list-style-type: none"> • <u>Explain how biological evolution can account for the diversity of species developed over time.</u> 	
<ul style="list-style-type: none"> • <u>Explain the relationship between genetics, mutations, and biological evolution.</u> 	
<ul style="list-style-type: none"> • <u>Explain how our understanding of evolution has changed over time.</u> 	

TABLE 3B

OREGON CIM/CAM Science Goals and Standards	PLAN Science College Readiness Standards
<p>EARTH AND SPACE SCIENCE: Understand <u>physical properties of the Earth, how those properties change, and the Earth’s relationship to other celestial bodies.</u></p>	
<p><u>THE DYNAMIC EARTH</u></p>	
<p>CCG. Understand the <u>properties and limited availability of the materials which make up the Earth.</u></p>	
<p>Content Standard: <u>Identify the structure of the Earth system and the availability and use of the materials that make up that system.</u></p>	
<p>CIM/CAM: Describe how the importance and use of resources has changed over time with changes in economic and technological systems.</p>	
<ul style="list-style-type: none"> • <u>Predict consequences of increased consumption of renewable and nonrenewable resources.</u> 	
<p>CCG. Understand changes occurring within the <u>lithosphere, hydrosphere, and atmosphere of the Earth.</u></p>	
<p>Content Standard: <u>Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.</u></p>	
<p>CIM/CAM: <u>Analyze the relationship between global energy transfer and climate.</u></p>	
<ul style="list-style-type: none"> • <u>Describe the effect of various gases in the atmosphere on the amount of energy retained by the Earth system.</u> 	
<ul style="list-style-type: none"> • <u>Describe how solar radiation and the amount that reaches Earth is affected by stratospheric ozone.</u> 	
<ul style="list-style-type: none"> • <u>Describe how differential heating of the Earth’s surface, atmosphere, and oceans produces wind and ocean currents.</u> 	
<p>CIM/CAM: <u>Analyze evidence of ongoing evolution of the Earth system.</u></p>	
<ul style="list-style-type: none"> • <u>Describe methods of determining ages of rocks and fossils.</u> 	
<ul style="list-style-type: none"> • <u>Use rock sequences and fossil evidence to determine geologic history.</u> 	
<ul style="list-style-type: none"> • <u>Describe and analyze theories of Earth’s origin and early history using scientific evidence.</u> 	
<ul style="list-style-type: none"> • <u>Describe how earthquakes, volcanic eruptions, mountain building, and continental movements result from slow plate motions.</u> 	
<ul style="list-style-type: none"> • <u>Describe how the evolution of life caused dramatic changes in the composition of the Earth’s atmosphere, which did not originally contain oxygen.</u> 	
<ul style="list-style-type: none"> • <u>Identify how volcanic eruptions and impacts of huge rocks from space can cause widespread effects on climate.</u> 	

TABLE 3B

OREGON CIM/CAM Science Goals and Standards	PLAN Science College Readiness Standards
<p><u>EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationship to other celestial bodies.</u></p>	
<p><u>THE EARTH IN SPACE</u></p>	
<p>CCG. <u>Understand the Earth's place in the solar system and the universe.</u></p>	
<p>Content Standard: <u>Explain relationships among the Earth, sun, moon, and the solar system.</u></p>	
<p>CIM/CAM: <u>Explain how mass and distance affect the interaction between Earth and other objects in space.</u></p>	
<ul style="list-style-type: none"> • <u>Recognize that the sun's gravitational pull holds the Earth and other planets in their orbits, just as the planets' gravitational pull keeps their moons in orbit around them.</u> 	
<ul style="list-style-type: none"> • <u>Explain that the force of gravity between Earth and other objects in space depends only upon their masses and the distances between them.</u> 	
<p><u>THE UNIVERSE</u></p>	
<p>CCG. <u>Describe natural objects, events, and processes outside the Earth, both past and present.</u></p>	

TABLE 3B

OREGON CIM/CAM Science Goals and Standards	PLAN Science College Readiness Standards
SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.	
FORMING THE QUESTION/HYPOTHESIS	
CCG. Formulate and express scientific questions or hypotheses to be investigated.	Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
Content Standard: Make observations. Formulate and express scientific questions or hypotheses to be investigated based on the observations.	Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
CIM/CAM: Based on observations and scientific concepts, ask questions or form hypotheses that can be answered or tested through scientific investigations.	Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
DESIGNING THE INVESTIGATION	
CCG. Design safe and ethical scientific investigations to address questions or hypotheses.	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Determine the hypothesis for an experiment
Content Standard: Design scientific investigations to address and explain questions or hypotheses.	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Determine the hypothesis for an experiment
CIM/CAM: Design a scientific investigation that provides sufficient data to answer a question or test a hypothesis.	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Determine the hypothesis for an experiment

TABLE 3B

OREGON CIM/CAM Science Goals and Standards	PLAN Science College Readiness Standards
<p>SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.</p>	
<p>COLLECTING AND PRESENTING DATA</p>	
<p>CCG. Conduct procedures to collect, organize, and display scientific data.</p>	<p>Interpretation of Data:</p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram)</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p>
<p>Content Standard: Collect, organize, and display scientific data.</p>	<p>Interpretation of Data:</p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram)</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p>

TABLE 3B

OREGON CIM/CAM Science Goals and Standards	PLAN Science College Readiness Standards
<p>SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.</p>	
<p>CIM/CAM: Collect, organize, and display sufficient data to facilitate scientific analysis and interpretation.</p>	<p>Interpretation of Data:</p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram)</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p>

TABLE 3B

OREGON CIM/CAM Science Goals and Standards	PLAN Science College Readiness Standards
<p>SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.</p>	
<p>ANALYZING AND INTERPRETING RESULTS</p>	
<p>CCG. Analyze scientific information to develop and present conclusions.</p>	<p>Interpretation of Data:</p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p> <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p>

TABLE 3B

OREGON CIM/CAM Science Goals and Standards	PLAN Science College Readiness Standards
<p>SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.</p>	
<p>Content Standard: Analyze scientific information to develop and present conclusions.</p>	<p>Interpretation of Data: Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p> <p>Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design</p> <p>Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p>

TABLE 3B

OREGON CIM/CAM Science Goals and Standards	PLAN Science College Readiness Standards
<p>SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.</p>	
<p>CIM/CAM: Summarize and analyze data, evaluating sources of error or bias. Propose explanations that are supported by data and knowledge of scientific terminology.</p>	<p>Interpretation of Data:</p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p> <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p>

TABLE 3C

OREGON Science PASS Criteria	ACT Science College Readiness Standards
<u>PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world.</u>	
PASS: <u>Know and apply fundamental concepts of the physical sciences.</u>	
PASS: <u>Understand and correctly use essential principles, organizations, concepts, terminology, and notations from a field of science.</u>	
PASS: <u>Use information, skills, and investigative processes employed in a field of science.</u>	
PASS: Investigate, through research and inquiry, important principles, theories, and relationships from a field of science.	
<u>LIFE SCIENCE: Understand structure, functions, and interactions of living organisms and the environment.</u>	
PASS: <u>Know and apply fundamental concepts of the life sciences.</u>	
PASS: <u>Understand and correctly use essential principles, organizations, concepts, terminology, and notations from a field of science.</u>	
PASS: <u>Use information, skills, and investigative processes employed in a field of science.</u>	
PASS: Investigate, through research and inquiry, important principles, theories, and relationships from a field of science.	
<u>EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationship to other celestial bodies.</u>	
PASS: <u>Know and apply fundamental concepts of the earth and space sciences.</u>	
PASS: <u>Understand and correctly use essential principles, organizations, concepts, terminology, and notations from a field of science.</u>	
PASS: <u>Use information, skills, and investigative processes employed in a field of science.</u>	
PASS: Investigate, through research and inquiry, important principles, theories, and relationships from a field of science.	

TABLE 3C

OREGON Science PASS Criteria	ACT Science College Readiness Standards
SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.	
FORMING THE QUESTION/HYPOTHESIS	
CCG. Formulate and express scientific questions or hypotheses to be investigated.	Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
Content Standard: Make observations. Formulate and express scientific questions or hypotheses to be investigated based on the observations.	Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
PASS: Determine areas of inquiry, frame scientific problems, and pose research questions and hypotheses involving scientific relationships.	Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
DESIGNING THE INVESTIGATION	
CCG. Design safe and ethical scientific investigations to address questions or hypotheses.	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Determine the hypothesis for an experiment
Content Standard: Design scientific investigations to address and explain questions or hypotheses.	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Determine the hypothesis for an experiment
PASS: Design scientific investigations that use precise and appropriate methodology to address questions, examine scientific relationships, and test hypotheses.	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand the methods and tools used in a moderately complex experiment Understand a simple experimental design Identify a control in an experiment Determine the hypothesis for an experiment
COLLECTING AND PRESENTING DATA	
CCG. Conduct procedures to collect, organize, and display scientific data.	Interpretation of Data: Translate information into a table, graph, or diagram
Content Standard: Collect, organize, and display scientific data.	Interpretation of Data: Translate information into a table, graph, or diagram
PASS: Conduct scientifically accepted procedures to collect, organize, and display data.	Interpretation of Data: Translate information into a table, graph, or diagram

TABLE 3C

OREGON Science PASS Criteria	ACT Science College Readiness Standards
<p>SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.</p>	
<p>ANALYZING AND INTERPRETING RESULTS</p>	
<p>CCG. Analyze scientific information to develop and present conclusions.</p>	<p>Interpretation of Data: Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Identify key issues or assumptions in a model</p>

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<p>SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.</p>	
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TABLE 3C

<p>OREGON Science PASS Criteria</p>	<p>ACT Science College Readiness Standards</p>
<p>SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.</p>	
<p>PASS: Analyze and interpret data and relationships, evaluate investigations, and develop supported explanations.</p>	<p>Interpretation of Data: Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram</p> <p>Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify similarities and differences between experiments</p> <p>Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Identify key issues or assumptions in a model Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Identify strengths and weaknesses in one or more models Identify similarities and differences between models Determine which model(s) is(are) supported or weakened by new information Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion Determine whether new information supports or weakens a model, and why</p>