

Standard Code	2019 Oregon English Language Arts and Literacy Standard	Mirrors & Windows: Connecting with Literature, Grade 10 ©2021
Reading Literature		
Key Ideas and Details		
9-10.RL.1	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.	SE/TE: 6, 20, 30, 112–113, 240, 320, 326, 330, 516, 520, 533, 537, 539, 542
9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.	SE/TE: 92, 98, 100, 248, 250, 274, 288, 291
9-10.RL.3	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.	SE/TE: 5, 9, 10, 11, 12, 50, 66
Craft and Structure		
9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.	SE/TE: 68, 78–79, 252 TE: 484

9-10.RL.5	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.	SE/TE: 12, 14, 16, 18, 21, 22, 26, 80, 268, 421, 574
9-10.RL.6	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.	SE/TE: 40, 46, 126, 129, 131, 154, 174
Integration of Knowledge and Ideas		
9-10.RL.7	Compare and contrast the representation of a subject or a key scene in multiple artistic mediums, including what is emphasized or absent in each.	SE/TE: 21, 249, 285, 289, 449, 527, 553, 571, 599
9-10.RL.8	(Not applicable to literature)	(Not applicable to literature)
9-10.RL.9	Analyze how an author alludes to the themes or topics from another source.	SE/TE: 481, 590, 598

Range of Reading and Level of Text Complexity		
9-10.RL.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	SE/TE: 104, 296, 498, 602, 620–624, 628–639, 640
Reading Informational Text		
Key Ideas and Details		
9-10.RI.1	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.	SE/TE: 123, 130, 138, 142, 166
9-10.RI.2	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.	SE/TE: 137, 142, 143, 154, 182
9-10.RI.3	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	SE/TE: 144, 215, E148, E157, E165

Craft and Structure		
9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.	SE/TE: 132, 135, 141, 142, 152, 196
9-10.RI.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	SE/TE: 144, 152, 174, 178, 182, 184
9-10.RI.6	Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.	SE/TE: 126, 129, 131, 154, 174
Integration of Knowledge and Ideas		
9-10.RI.7	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.	SE/TE: 186, 206, E147, E157
9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	SE/TE: 178, 186, 197, 204, 206

9-10.RI.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.	SE/TE: 131, 154, 196
Range of Reading and Level of Text Complexity		
9-10.RI.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	SE/TE: E136–E142, E148, 220, 376

Writing		
Text Types and Purposes		
9-10.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
9-10.W.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	SE/TE: 89, 155, 187, 230, 501–502, 508, 614, 650
9-10.W.1b	Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both.	SE/TE: 89, 155, 187, 230, 502, 508, 614, 650
9-10.W.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE/TE: 230, 502, 508, 614, 650
9-10.W.1d	Establish a style and tone relevant to the discipline in which they are writing	SE/TE: 230, 500–502, 508, 614, 650
9-10.W.1e	Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: 89, 230, 245, 502, 504, 508, 614

9-10.W.1f	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	SE/TE: 230, 502–504, 508, 614, 650
9-10.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
9-10.W.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.	SE/TE: 23, 67, 101, 106–107, 114, 169, 207, 255, 279, 306
9-10.W.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.	SE/TE: 23, 101, 107–108, 114, 169, 207, 255, 279, 306
9-10.W.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	SE/TE: 160–111, 337, 604–611
9-10.W.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	SE/TE: 114, 255, 306
9-10.W.2e	Establish a style and tone relevant to the discipline in which they are writing.	SE/TE: 106–110, 114, 255, 279, 553, 589, 604–611

9-10.W.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE/TE: 108, 110, 114, 255
9-10.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
9-10.W.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SE/TE: 11, 23, 47, 103, 222–224, 270, 599, 642
9-10.W.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	SE/TE: 23, 47, 89, 169, 22–224, 255, 270, 599, 643–644
9-10.W.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	SE/TE: 23, 223–224, 643–644
9-10.W.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	SE/TE: 224, 226, 227, 599, 642, 643

9-10.W.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SE/TE: 224, 226, 644
Production and Distribution of Writing		
9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE/TE: 106–110, 114, 222–226, 230, 255, 265, 298–302, 306, 500–504, 508, 604–610, 614, 642–646, 650
9-10.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	SE/TE: 106–110, 114, 222–226, 230, 255, 298–302, 306, 500–504, 508, 604–610, 614, 642–646, 650
9-10.W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	SE/TE: 131, 217, 255, 292, 302, 529, 604
Research to Build and Present Knowledge		
9-10.W.7	Conduct short as well as more comprehensive research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,	SE/TE: 11, 37, 47, 77, 131, 169, 187, 197, 207, 241, 251, 255, 279, 287, 292, 445, 495, 553, 561, 604–610

	demonstrating understanding of the subject under investigation.	
9-10.W.8	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	SE/TE: 47, 77, 131, 169, 187, 207, 251, 279, 287, 292, 445, 495, 553, 561, 604–610
9-10.W.9	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.	SE/TE: 23, 67, 89, 131, 143, 155, 169, 179, 187, 197, 241, 255, 279, 495, 553, 589, 599, 607
Range of Writing		
9-10.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	SE/TE: 89, 106–110, 114, 169, 222–226, 220, 245, 298–302, 306, 445, 495, 500–504, 561, 604–610, 614, 642–646, 650

Language

Conventions of Standard English

9-10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
9-10.L.1a	Use parallel structure.	SE/TE: 22–23, 52–53, 80–81, 272, 274, 442–443
9-10.L.1b	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.	SE/TE: 80–81, 124–125, 196

9-10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	
9-10.L.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	SE/TE: 156–157, 226, 600–601
9-10.L.2b	Use a colon to introduce a list or quotation or present information related to the sentence's first clause.	SE/TE: 156–157, 226, H50–H51
9-10.L.2c	Spell correctly.	SE/TE: 114, 115, 172–173, 191, 198–199, 231, 273, 358–359, 404–405, 509, 557, 573, 615, 650

Knowledge of Language

9-10.L.3	Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.	
9-10.L.3a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.	SE/TE: 106–110, 222–226, 298–302, 500–504, 604–610, 642–646

Vocabulary Acquisition and Use		
9-10.L.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.	
9-10.L.4a	Use context as a clue to the meaning of a word or phrase.	SE/TE: 5, 12, 24, 40, 68, 80, 92, 121, 144, 174, 182, 200, 252, 315, 332, 448, 518, 572–573
9-10.L.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	SE/TE: 190–191, 198–199 TE Only: 312
9-10.L.4c	Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	SE/TE: 190–191, 198–199, 210, 272–273, 358–359, 556–557, 572–573
9-10.L.4d	Verify the preliminary determination of the meaning of a word or phrase.	SE/TE: 210, 358–359, 404–405, 556–557
9-10.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
9-10.L.5a	Interpret figures of speech in context and analyze their role in the text.	SE/TE: 78–79, 144, 152, 266–267, 282, 558

9-10.L.5b	Analyze nuances in the meaning of words with similar denotations.	SE/TE: 68, 77, 172–173, 272–273, 358–359
9-10.L.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE/TE: 78–79, 172–173, 190–191, 198–199, 266–267, 272–273, 358–359, 556–557, 572–573
Speaking and Listening		
Comprehension and Collaboration		
9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
9-10.SL.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SE/TE: 37, 47, 77, 179, 251
9-10.SL.1b	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.	SE/TE: 47, 179, 251, 279

9-10.SL.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	SE/TE: 37, 67, 179, 255, 270, 517
9-10.SL.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	SE/TE: 67, 179, 251, 270
9-10.SL.2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.	SE/TE: 67, 131, 143, 197, 641
9-10.SL.3	Evaluate a speaker's, perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SE/TE: 47, 131, 197, 187, 197, 641
Presentation of Knowledge and Ideas		
9-10.SL.4	Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.	SE/TE: 37, 169, 197, 297, 331, 495, 499, 603

9-10.SL.5	Make creative and strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SE/TE: 37, 47, 131, 169, 187, 207, 255, 331, 603
9-10.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	SE/TE: 77, 169, 297, 499

Reading History / Social Studies		
Key Ideas and Details		
9-10.RH.1	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support primary and secondary source analysis, attending to such features as the date and origin of the information.	SE/TE: 123, 130, 131, 138, 186, 196 TE: 194
9-10.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate and evidence-based summary of how key events or ideas develop over the course of the text.	SE/TE: 187, 207 TE: 128
9-10.RH.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	SE/TE: 131, 144
Craft and Structure		
9-10.RH.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	SE/TE: 187, 196 TE: 123

9-10.RH.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	SE/TE: 39, 182, 187, 196
9-10.RH.6	Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	SE/TE: 131, 154, 186
Integration of Knowledge and Ideas		
9-10.RH.7	Integrate quantitative or technical analysis with qualitative analysis in print or digital text.	SE/TE: E210-E211
9-10.RH.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	SE/TE: 131, 196, 206
9-10.RH.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	SE/TE: 152, 186, 187, 216
Range of Reading and Level of Text Complexity		
9-10.RH.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	SE/TE: 121-130, 144-152, 153-154, 158-166, 182-183, 185-186, 192-196

Writing History / Social Studies and Science and Technology		
Text Types and Purposes		
9-10.WHST.1	Write arguments focused on discipline-specific content.	SE/TE: 155, 230, 500-505
9-10.WHST.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	SE/TE: 499, 500-505
9-10.WHST.1b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	SE/TE: 499, 501-503
9-10.WHST.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE/TE: 499, 502-504
9-10.WHST.1d	Establish a style and tone relevant to the discipline in which they are writing	SE/TE: 499, 500-505

9-10.WHST.1e	Provide a concluding statement or section that follows from or supports the argument presented.	SE/TE: 502-504
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9-10.WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	SE/TE: 131, 255, 604-611
9-10.WHST.2a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.	SE/TE: 255, 604-606
9-10.WHST.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	SE/TE: 255, 604-606
9-10.WHST.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	SE/TE: 606-607
9-10.WHST.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	SE/TE: 604-607
9-10.WHST.2e	Establish a style and tone relevant to the discipline in which they are writing.	SE/TE: 255, 604-611

9-10.WHST.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE/TE: 255, 604, 606, 608
9-10.WHST.3	(See note; not applicable as a separate requirement) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.	SE/TE: 37, 222-227, 245, 292, 642-647
Production and Distribution of Writing		
9-10.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE/TE: 131, 255, 500-505, 603, 604-611
9-10.WHST.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	SE/TE: 504, 608 TE: 503
9-10.WHST.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	SE/TE: 37, 47, 169, 561, 603 TE: 194

Research to Build and Present Knowledge		
9-10.WHST.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	SE/TE: 155, 445, 561, 604-611 TE: 124, 203, 471, 537
9-10.WHST.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	SE/TE: 143, 500-501, 604-609
9-10.WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.	SE/TE: 76, 77, 154, 589 TE: 153, 354, 263
Range of Writing		
9-10.WHST.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SE/TE: 131, 217, 230, 255, 500-505, 603, 604-611

Reading Science and Technology		
Key Ideas and Details		
9-10.RST.1	Analyze what science and technical texts say explicitly as well as inferentially, citing evidence attending to the precise details of explanations or descriptions.	SE/TE: 200, 204, 228-229
9-10.RST.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	SE/TE: 76, 204, 228-229
9-10.RST.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	SE/TE: 215-216, 217
Craft and Structure		
9-10.RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	SE/TE: 76, 204 TE: 75, 203
9-10.RST.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms.	SE/TE: 76, 214 TE: 75

9-10.RST.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	SE/TE: 216, 229, E331
Integration of Knowledge and Ideas		
9-10.RST.7	Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.	SE/TE: 146 TE: 32
9-10.RST.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	SE/TE: E383
9-10.RST.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	SE/TE: 206, 207
Range of Reading and Level of Text Complexity		
9-10.RST.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	SE/TE: 31, 75-77, 134, 200-204, 220, 228-229, 244 TE: 542