

**ELA Grades 11/12 (High School)**

<b>ORExt Standard Code</b>	<b>Equivalent OR Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Oregon Alternate Academic Achievement Standard (Essentialized Standard)</b>	<b>Low (L), Medium (M), High (H) Parameters</b>
L.11_12.L.1.1.a	11-12.L.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Sub-standard: a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	Identify correct grammar used in a sentence.	<b>L:</b> Sentence of 6 words or less read to student. <b>M:</b> Sentence of 7 words read to student. <b>H:</b> Sentence of 8 words or more read to student.
L.11_12.L.1.2.b	11-12.L.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: Spell correctly.	Identify correctly spelled words.	<b>L:</b> Word of 7 letters. <b>M:</b> Word of 8 letters. <b>H:</b> Word of 9 letters.
L.11_12.L.3.4.a	11-12.L.4a, 11-12.L.4b	Use context as a clue to the meaning of a word or phrase.	Identify the meaning of a word, or a word with an affix or root in context.	<b>L:</b> 7 letter word; sentence of 8 words or less read to student. <b>M:</b> 8 letter word; sentence of 9 words read to student. <b>H:</b> 9 letter word; two sentences read to student.
L.11_12.L.3.5.a	11-12.L.5a, 11-12.L.5b	Interpret figures of speech in context and analyze their role in the text.	Identify the meaning of figurative language, word meanings, or words with similar denotations.	<b>L:</b> Paragraph of 4 sentences read to student. <b>M:</b> Paragraph of 5 sentences read to student. <b>H:</b> 2 paragraphs read to student.

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R.11_12.RI.1.1	11-12.RI.1	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.	Answer questions about a text that is read to student, or that student reads.	<b>L:</b> Paragraph of 4 sentences read to student. <b>M:</b> Paragraph of 5 sentences read to student. <b>H:</b> 2 paragraphs that student reads.
R.11_12.RI.1.2	11-12.RI.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.	Answer questions about the main idea of a text that is read to student.	<b>L:</b> Paragraph of 4 sentences read to student. <b>M:</b> Paragraph of 5 sentences read to student. <b>H:</b> 2 paragraphs read to student.

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R.11_12.RI.1.3	11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals and groups, ideas, or events interact and develop over the course of the text.	Identify an individual, event, or idea in text read to student.	<b>L:</b> Paragraph of 4 sentences that contains an individual, event, or idea read to student. <b>M:</b> Paragraph of 5 sentences that contains an individual, event, or idea read to student. <b>H:</b> 2 paragraphs that contain an individual, event, or idea read to student.
R.11_12.RI.2.4	11-12.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	Identify the meaning of figurative, connotative, or technical words.	<b>L:</b> Paragraph of 4 sentences read to student. <b>M:</b> Paragraph of 5 sentences read to student. <b>H:</b> 2 paragraphs read to student.
R.11_12.RI.2.5	11-12.RI.5	Analyze or evaluate the effectiveness of the structure an author uses in their exposition or argument, including the purpose of the structure.	Identify information or ideas in a text.	<b>L:</b> Paragraph of 4 sentences read to student. <b>M:</b> Paragraph of 5 sentences read to student. <b>H:</b> 2 paragraphs read to student.

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R.11_12.RI.2.6	11-12.RI.6	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how the rhetoric contributes of the text.	Identify the author or the point of view of the author or another individual's point of view in a text read to the student.	<p><b>L:</b> In 4 medium-length sentences read aloud, student identifies the author, point of view expressed by the author or individual.</p> <p><b>M:</b> In 4 sentences read aloud, student distinguishes between the author, or author's view and another individual's view.</p> <p><b>H:</b> In two paragraphs read aloud, student identifies the author, or author's view and distinguishes it from another individuals.</p>
R.11_12.RI.3.8	11-12.RI.8	Delineate and evaluate the reasoning in works of public advocacy, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments.	Identify the reasoning and purpose in works of public advocacy.	<p><b>L:</b> Identify the purpose of a statement from a work of public advocacy.</p> <p><b>M:</b> Identify the purpose and reasoning in a work of public advocacy.</p> <p><b>H:</b> Identify the purpose, reasoning, and arguments in a work of public advocacy.</p>

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R.11_12.RI.3.9	11-12.RI.9	Analyze documents of historical and literary significance, from the Americas, for their themes, purposes, and rhetorical features.	Identify the theme, purpose, or rhetorical features of a historical or literary document.	<b>L:</b> Identify the theme or purpose of a historical or literary document. <b>M:</b> Identify the theme and purpose of a historical or literary document. <b>H:</b> Identify the theme, purpose, and a rhetorical feature of a historical or literary document.
R.11_12.RL.1.1	11-12.RL.1	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.	Make simple inferences, identify evidence, and locate unclear or missing information.	<b>L:</b> Paragraph of 4 sentences read to student. <b>M:</b> Paragraph of 5 sentences read to student. <b>H:</b> 2 paragraphs that student reads.

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R.11_12.RL.1.2	11-12.RL.2, 11-12.RI.1	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.	Answer questions about the main idea of a text that is read to student.	<b>L:</b> Identify a fact or detail clearly stated in a short text. <b>M:</b> Identify a fact or detail clearly stated in a short text and make a basic inference. <b>H:</b> Identify a fact or detail clearly stated in a short text, make an inference, and identify unclear or missing information.
R.11_12.RL.1.3	11-12.RL.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text.	Identify a character, setting, or event in a story read to student.	<b>L:</b> Paragraph of 4 sentences that contains 3 characters, a setting, or event read to student. <b>M:</b> Paragraph of 5 sentences that contains 3 characters, a setting, or event read to student. <b>H:</b> 2 paragraphs that contain 3 characters, a setting, or event read to student.

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R.11_12.RL.2.4	11-12.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.	Identify the meaning of figurative, connotative, or words with 2 or more meanings.	<b>L:</b> Paragraph of 4 sentences read to student. <b>M:</b> Paragraph of 5 sentences read to student. <b>H:</b> 2 paragraphs read to student.
R.11_12.RL.2.6	11-12.RL.6	Analyze a case in which grasping point of view, or understanding a perspective or cultural experience requires distinguishing what is directly stated in a text from what is really meant.	Identify the narrator or a character in a story read to student, or distinguish what is directly stated from what is really meant.	<b>L:</b> Paragraph of 4 sentences that contains 3 characters or narrators read to student. <b>M:</b> Paragraph of 5 sentences that contains 3 characters or narrators read to student. <b>H:</b> 2 paragraphs that contain 3 characters or narrators read to student.
R.11_12.RL.3.9	11-12.RL.9	Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.	Identify a theme or topic in a story read to student.	<b>L:</b> Paragraph of 4 sentences that contains a theme or topic read to student. <b>M:</b> Paragraph of 5 sentences that contains a theme or topic read to student. <b>H:</b> 2 paragraphs that contain a theme or topic read to student.

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W.11_12.W.1.1.a	11-12.W.1a, 11-12.W.1b, 11-12.W.1c	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Identify a claim made in writing, or what a text is about.	<b>L:</b> Paragraph of 4 sentences read to student. <b>M:</b> Paragraph of 5 sentences read to student. <b>H:</b> 2 paragraphs read to student.
W.11_12.W.1.2.a	11-12.W.2a, 11-12.W.2b, 11-12.W.2d, 11-12.W.2f	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.	Identify a beginning, ending, detail, fact, or domain-specific vocabulary in writing.	<b>L:</b> Paragraph of 4 sentences read to student. <b>M:</b> Paragraph of 5 sentences read to student. <b>H:</b> 2 paragraphs read to student.
W.11_12.W.1.3.a	11-12.W.3a, 11-12.W.3b, 11-12.W.3c, 11-12.W.3d, 11-12.W.3e	Engage and orient the reader by setting out a problem, situation, or observation and its significance, 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.	Identify an event, detail, sequence, or ending in writing.	<b>L:</b> Paragraph of 4 sentences read to student. <b>M:</b> Paragraph of 5 sentences read to student. <b>H:</b> 2 paragraphs read to student.



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W.11_12.W.2.4	11-12.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Trace, copy, or write 7-8 words.	<b>L:</b> Trace 7 words. <b>M:</b> Copy 8 words. <b>H:</b> Write 8 words from dictation.
W.11_12.W.2.5	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)	Identify the correct word to use in editing.	<b>L:</b> Paragraph of 4 sentences read to student. <b>M:</b> Paragraph of 5 sentences read to student. <b>H:</b> 2 paragraphs read to student.
W.11_12.W.3.9.a	11-12.W.9a, 11-12.W.9b	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.	Answer questions about a text that is read to student.	<b>L:</b> Paragraph of 4 sentences read to student. <b>M:</b> Paragraph of 5 sentences read to student. <b>H:</b> 2 paragraphs read to student.

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Standards not Essentialized: Please refer to Oregon's published content standards for the full description and context of these codes.

11-12.L.1b	11-12.RI.7	11-12.RL.5	11-12.W.1d	11-12.W.6
11-12.L.2a	11-12.RI.10	11-12.RL.7	11-12.W.1e	11-12.W.7
11-12.L.3a		11-12.RL.8	11-12.W.2c	11-12.W.8
11-12.L.4c		11-12.RL.10	11-12.W.2e	11-12.W.10
11-12.L.4d				
11-12.L.6				