

Oregon Essentialized Assessment Framework (EAF)

English Language Arts

About This Document

This document presents Oregon’s updated Essentialized Assessment Framework (EAF), for Oregon’s Alternate Assessment, based on the Alternate Academic Achievement Standards (AA-AAAS) for English Language Arts (ELA), organized by grade level and aligned with the most current state academic content standards. The AA-AAAS are essentialized versions of Oregon’s general education standards, systematically reduced in depth, breadth, and complexity to ensure meaningful access for students with the most significant cognitive disabilities, as required by Every Student Succeeds Act (ESSA, 2015).

Each page is structured to serve as a clear, practical tool for classroom planning and instructional decision-making and includes the following:

- **Source Standard:** The original or updated Oregon grade-level academic content standard that provides the academic foundation for each AA-AAAS.
- **Alternate Academic Achievement Standard (AA-AAAS):** A carefully essentialized version of the source standard, developed using Oregon’s validated SCORE process (Select, COde, Reduce, Essentialize) to maintain the core intent while removing barriers to access.
- **Low, Medium, and High (L, M, H) Parameters:** Defined ranges of complexity that guide how each AA-AAAS can be taught and assessed at levels appropriate to individual student abilities and needs.

Approach to Non-Essentialized Standards

In linkage with established practice for alternate academic achievement standards, not all general education source standards are essentialized for inclusion in this document. The essentialization process focuses on selecting and adapting standards that can be clearly linked to observable skills and measured reliably within the structure of Oregon’s Extended Assessment. A list of source standard codes that were reviewed but not essentialized is included on the last page of each grade level. Educators may refer to Oregon’s published content standards for the full description and context of these codes.

How to Use This Document

This resource is designed to be an instructional planning companion for teachers, specialists, and support staff delivering meaningful academic instruction aligned with the Oregon Extended Assessment (ORExt). Unlike previous versions distributed in Excel format, this PDF is streamlined and organized for ease of use, based on direct feedback from Oregon educators.

Teachers are encouraged to use the Source Standards for context, the AA-AAAS for instructional targets, and the L/M/H parameters to scaffold lessons and adjust complexity, ensuring each student has an appropriately challenging and accessible pathway toward grade-level expectations.

Contact

For additional support in implementing the AA-AAAS or for questions about alignment and instruction, please contact the Oregon Department of Education or visit [ODE's Alternate Assessment webpage](#).

ELA Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.3.L.1.1.a	3.L.1a, 3.L.1b, 3.L.1c, 3.L.1d, 3.L.1e, 3.L.1f, 3.L.1g, L.1h, 3.L.1i	Identify , explain, and use nouns, pronouns, verbs, adjectives, and adverbs.	Identify correct noun, pronoun, verb, adjective, or adverb in a sentence.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more read to student.
L.3.L.1.2.a	3.L.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: a. Capitalize appropriate words in titles.	Identify correctly capitalized words.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more read to student.
L.3.L.1.2.g	3.L.2g	Consult reference materials, including beginning dictionaries, both print and digital, as needed to check and correct spellings.	Identify correct letter or word.	L: 1 letter. M: Word of 2 letters. H: Word of 3 letters.
L.3.L.2.3.a	3.L.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Sub-standard: a. Choose words and phrases for effect.	Identify common words.	L: Identify a word of 4 letters or less. M: Identify a word of 4-5 letters. H: Identify a word of 5-6 letters.

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L.3.L.3.4.a	3.L.4a, 3.L.4b, 3.L.4c	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Sub-standard: a. Use sentence-level context as a clue to the meaning of a word or phrase.	Identify the meaning of a word in context.	L: 3 letter word; sentence of 5 words or less read to student. M: 3 letter word; sentence of 6 words or more read to student. H: 3 letter word; sentence of 7 words or more read to student.
L.3.L.3.5.a	3.L.5a	Distinguish the literal and nonliteral meanings of words and phrases in context.	Identify the meaning of a word.	L: Identify the meaning of a word of 4 letters or less. M: Identify the meaning of a word of 4-5 letters. H: Identify the meaning of a word of 5-6 letters.
R.3.RF.1.3.a	3.RF.3a, 3.RF.3b, 3.RF.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Sub-standard: a. Identify and know the meaning of the most common prefixes and derivational suffixes.	Identify common words.	L: Identify a word of 4 letters or less. M: Identify a word of 4-5 letters. H: Identify a word of 5-6 letters.

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R.3.RF.2.4.a	3.RF.4a, 3.RF.4b, 3.RF.4c	Read with sufficient accuracy and fluency to support comprehension. Sub-standard: a. Read grade-level text with purpose and understanding.	Identify a word when used in a sentence.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more read to student.
R.3.RI.1.1	3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Answer questions about a text that is read to student, or that student reads.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more that student reads.
R.3.RI.1.2	3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Answer questions about the main idea of a text that is read to student.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more read to student.

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R.3.RI.1.3	3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Identify an event, idea, or step in text read to student.	L: Sentence of 5 words or less that contains an event, idea, or step read to student. M: Sentence of 6 words or more that contains an event, idea, or step read to student. H: Sentence of 7 words or more that contains an event, idea, or step read to student.
R.3.RI.2.4	3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Identify the meaning of a general academic or domain-specific word.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more read to student.
R.3.RI.2.5	3.RI.5	Use text features and search tools to locate information relevant to a given topic efficiently.	Identify a beginning, middle, or end of a text.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more read to student.

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R.3.RI.2.6	3.RI.6	Distinguish between a firsthand and secondhand account of the same event or topic.	Identify an individual in text read to student.	L: Sentence of 5 words or less that contains 1 individual read to student. M: Sentence of 6 words or more that contains 1 individual read to student. H: Sentence of 7 words or more that contains 1 individual read to student.
R.3.RI.3.8	3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text.	Answer questions about a text that is read to student.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more read to student.
R.3.RI.3.9	3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Answer questions about a text that is read to student.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more read to student.
R.3.RL.1.1	3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Answer questions about a text that is read to student, or that student reads.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more that student reads.

ELA Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.3.RL.1.2	3.RL.2	Recount and summarize stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.	Answer questions about the main idea of a text that is read to student.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more read to student.
R.3.RL.1.3	3.RL.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	Identify a character in a story read to student.	L: Sentence of 5 words or less that contains 1 character read to student. M: Sentence of 6 words or more that contains 1 character read to student. H: Sentence of 7 words or more that contains 1 character read to student.
R.3.RL.2.4	3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	Identify the meaning of a word.	L: Identify a one word meaning of a word of 4 letters or less. M: Identify a one word meaning of a word of 4-5 letters. H: Identify a one word meaning of a word of 5-6 letters.

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R.3.RL.2.6	3.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.	Identify a character in a story read to student.	L: Sentence of 5 words or less that contains 1 character read to student. M: Sentence of 6 words or more that contains 1 character read to student. H: Sentence of 7 words or more that contains 1 character read to student.
R.3.RL.3.7	3.RL.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	Identify a word or words that describe an illustration, or identify an illustration when given a description of it.	L: Identify an illustration when given a one word description. M: Identify an illustration when given a two word description. H: Identify a one word description when presented an illustration.
R.3.RL.3.9	3.RL.9	Compare and contrast the messages, settings, and plots of stories written by the same author about the same or similar characters.	Identify a setting of a story read to student.	L: Sentence of 5 words or less that contains 1 setting read to student. M: Sentence of 6 words or more that contains 1 setting read to student. H: Sentence of 7 words or more that contains 1 setting read to student.

ELA Grade 3

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W.3.W.1.1.a	3.W.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons. Sub-standard: a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Identify a topic or what a text is about.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more read to student.
W.3.W.1.2.a	3.W.2a, 3.W.2b, 3.W.2d	Introduce a topic and group related information together; include illustrations when useful <u>in</u> aiding comprehension.	Identify a beginning, ending, or fact in writing.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more read to student.
W.3.W.1.3.a	3.W.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Sub-standard: a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Identify a person, event, or detail in writing.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more read to student.

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W.3.W.2.4	3.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Trace, copy, or write name or 1-2 words.	L: Trace first name or one word. M: Copy first and last name, or two words. H: Write two words from dictation.
W.3.W.2.5	3.W.5	With guidance and support, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)	Identify the correct word to use in writing.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more read to student.

ELA Grade 3

Standards not Essentialized:

Please refer to Oregon's published content standards for the full description and context of these codes.

3.L.2b	3.L.3b	3.RI.7	3.W.1b	3.W.6
3.L.2c	3.L.4d	3.RI.10	3.W.1c	3.W.7
3.L.2d	3.L.5b	3.RL.8	3.W.1d	3.W.8
3.L.2e	3.L.5c	3.RL.10	3.W.2c	3.W.9
3.L.2f	3.L.6		3.W.3b	3.W.10
			3.W.3c	
			3.W.3d	

ELA Grade 4

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L.4.L.1.1.a	4.L.1a, 4.L.1b, 4.L.1c, 4.L.1d, 4.L.1g	Identify, explain, and use relative pronouns and relative adverbs.	Identify correct noun, pronoun, verb, adjective, or adverb in a sentence.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words read to student. H: Sentence of 8 words or more read to student.
L.4.L.1.2.a	4.L.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: Use correct capitalization.	Identify correctly capitalized words.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words read to student. H: Sentence of 8 words or more read to student.
L.4.L.1.2.d	4.L.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: d. Spell grade-appropriate words correctly, consulting references as needed.	Identify correctly spelled word.	L: Word of 2 letters. M: Word of 3 letters. H: Word of 4 letters.
L.4.L.2.3.a	4.L.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Sub-standard: a. Choose words and phrases to convey ideas precisely.	Identify a word when used in a sentence.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.

ELA Grade 4

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L.4.L.2.3.b	4.L.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Sub-standard: b. Choose punctuation for effect.	Identify correct use of punctuation.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words read to student. H: Sentence of 8 words or more read to student.
L.4.L.3.4.a	4.L.4a, 4.L.4b	Use context as a clue to the meaning of a word or phrase.	Identify the meaning of a word in context.	L: 4 letter word; sentence of 6 words or less read to student. M: 4 letter word; sentence of 7 words read to student. H: 4 letter word; sentence of 8 words or more read to student.
L.4.L.3.5.a	4.L.5a, 4.L.5b, 4.L.5c	Explain the meaning of simple similes and metaphors in context.	Identify the one word meaning of figurative language, synonyms, or antonyms.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
R.4.RF.1.3	4.RF3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	Identify common words.	L: Identify a word of 4-5 letters. M: Identify a word of 5-6 letters. H: Identify a word of 7 letters.

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R.4.RF.2.4.a	4.RF.4a, 4.RF.4b, 4.RF.4c	Read with sufficient accuracy and fluency to support comprehension. Sub-standard: a. Read grade-level text with purpose and understanding.	Identify a word when used in a sentence.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
R.4.RI.1.1	4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Answer questions about a text that is read to student, or that student reads.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences that student reads.
R.4.RI.1.2	4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Answer questions about the main idea of a text that is read to student.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: Two short sentences read to student.

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R.4.RI.1.3	4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Identify an event, idea, or step in text read to student.	L: Sentence of 6 words or less that contains an event, idea, or step read to student. M: Sentence of 7 words or more that contains an event, idea, or step read to student. H: 2 short sentences that contain an event, idea, or step read to student.
R.4.RI.2.4	4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Identify the meaning of a general academic or domain-specific word.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
R.4.RI.2.5	4.RI.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	Identify an event, idea, or information of a text.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.

ELA Grade 4

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R.4.RI.2.6	4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Identify the speaker or an individual in text read to student.	L: Sentence of 6 words or less that contains an individual or speaker read to student. M: Sentence of 7 words or more that contains an individual or speaker read to student. H: 2 short sentences that contain an individual or speaker read to student.
R.4.RI.3.8	4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.	Answer questions about a text that is read to student.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
R.4.RI.3.9	4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Answer questions about a text that is read to student.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
R.4.RL.1.1	4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Answer questions about a text that is read to student, or that student reads.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences that student reads.

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R.4.RL.1.2	4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Answer questions about the main idea of a text that is read to student.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
R.4.RL.1.3	4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	Identify a character, setting, or event in a story read to student.	L: Sentence of 6 words or less that contains 1 character, setting, or event read to student. M: Sentence of 7 words or more that contains 1 character, setting, or event read to student. H: 2 short sentences that contain 1 character, setting, or event read to student.
R.4.RL.2.4	4.RL.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	Identify the meaning of a word.	L: Identify a one word meaning of a word of 4-5 letters. M: Identify a one word meaning of a word of 5-6 letters. H: Identify a one word meaning of a word of 7 letters.

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R.4.RL.2.6	4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Identify the narrator or a character in a story read to student.	L: Sentence of 6 words or less that contains a character or narrator read to student. M: Sentence of 7 words or more that contains a character or narrator read to student. H: 2 short sentences that contain a character or narrator read to student.
R.4.RL.3.7	4.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Identify a word or words that describe an illustration, or identify an illustration when given a description of it.	L: Identify an illustration when given a two word description. M: Identify a one word description when presented an illustration. H: Identify a two word description when presented an illustration.
R.4.RL.3.9	4.RL.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Answer questions about the main idea of a text that is read to student.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.

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W.4.W.1.1.a	4.W.1a, 4.W.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Sub-standard: a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Identify a topic or what a text is about.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
W.4.W.1.2.a	4.W.2a, 4.W.2b, 4.W.2e	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.	Identify a beginning, ending, or fact in writing.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.

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ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.4.W.1.3.a	4.W.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Sub-standard: a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Identify a person, event, or detail in writing.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.
W.4.W.2.4	4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Trace, copy, or write own name or 2-3 words.	L: Trace first and last name, or two words. M: Copy 3 words. H: Write 3 words from dictation.
W.4.W.2.5	4.W.5	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	Identify the correct word to use in writing.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words or more read to student. H: 2 short sentences read to student.

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W.4.W.3.9.a	4.W.9a, 4.W.9b, 4.W.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Identify a character, setting, or event in a story read to student.	L: Sentence of 6 words or less that contains 1 character, setting, or event read to student. M: Sentence of 7 words or more that contains 1 character, setting, or event read to student. H: 2 short sentences that contain 1 character, setting, or event read to student.

Standards not Essentialized:

Please refer to Oregon's published content standards for the full description and context of these codes.

4.L.1e	4.RI.7	4.RL.5	4.W.1c	4.W.6
4.L.1f	4.RI.10	4.RL.8	4.W.1d	4.W.7
4.L.2b		4.RL.10	4.W.2c	4.W.8
4.L.2c			4.W.2d	4.W.10
4.L.3c			4.W.3b	
4.L.4c			4.W.3c	
4.L.6			4.W.3d	
			4.W.3e	

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.5.L.1.1.a	5.L.1a, 5.L.1b, 5.L.1c, 5.L.1d, 5.L.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Sub-standard: a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Identify correct conjunction, preposition, interjection, or verb in a sentence.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words read to student. H: Sentence of 8 words or more read to student.
L.5.L.1.2.a	5.L.2a, 5.L.2b, 5.L.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: a. Use punctuation to separate items in a series.	Identify a comma, or the correct use of commas in a sentence.	L: Sentence of 5 words or less read to student. M: Sentence of 6 words or more read to student. H: Sentence of 7 words or more read to student.
L.5.L.1.2.e	5.L.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: e. Spell grade-appropriate words correctly, consulting references as needed.	Identify correctly spelled word.	L: Word of 3 letters. M: Word of 4 letters. H: Word of 5 letters.

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.5.L.3.4.a	5.L.4a, 5.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.	L: 4 letter word; sentence of 6 words or less read to student. M: 5 letter word; sentence of 7 words read to student. H: 5 letter word; sentence of 8 words or more read to student.
L.5.L.3.5.a	5.L.5a, 5.L.5b, 5.L.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Sub-standard: a. Interpret figurative language, including similes and metaphors, in context.	Identify the meaning of metaphors and similes, synonyms, antonyms, or homographs.	L: Sentence of 7 words or more read to student. M: 2 short sentences read to student. H: 2 medium sentences read to student.
R.5.RF.1.3	5.RF.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	Identify common words, and words with prefixes and suffixes.	L: Identify a word of 5 letters. M: Identify a word of 6 letters. H: Identify a word of 7 or more letters.
R.5.RF.2.4.a	5.RF.4a, 5.RF.4c	Read with sufficient accuracy and fluency to support comprehension. Sub-standard: a. Read grade-level text with purpose and understanding.	Identify a word when used in a sentence.	L: Sentence of 7 words or more read to student. M: 2 short sentences read to student. H: 2 medium sentences read to student.

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.5.RI.1.1	5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Answer questions about a text that is read to student, or that student reads.	L: Sentence of 7 words or more read to student. M: 2 short sentences read to student. H: 2 medium sentences that student reads.
R.5.RI.1.2	5.RI.2	Determine 2 or more main ideas of a text and explain how they are supported by key details; summarize the text.	Answer questions about the main idea of a text that is read to student.	L: Sentence of 7 words or more read to student. M: 2 short sentences read to student. H: 2 medium sentences read to student.
R.5.RI.1.3	5.RI.3	Explain the relationships or interactions between 2 or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Identify an individual, event, or idea in text read to student.	L: Sentence of 7 words or less that contains an individual, event, or idea read to student. M: 2 short sentences that contain an individual, event, or idea read to student. H: 2 medium sentences that contain an individual, event, or idea read to student.

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.5.RI.2.4	5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Identify the meaning of a general academic or domain-specific word.	L: Sentence of 7 words or more read to student. M: 2 short sentences read to student. H: 2 medium sentences read to student.
R.5.RI.2.5	5.RI.5	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	Identify an event, idea, or information of a text.	L: Sentence of 7 words or more read to student. M: 2 short sentences read to student. H: 2 medium sentences read to student.
R.5.RI.2.6	5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Identify the speaker or an individual in text read to student.	L: Sentence of 7 words or less that contains an individual or speaker read to student. M: 2 short sentences that contain an individual or speaker read to student. H: 2 medium sentences that contain an individual or speaker read to student.

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.5.RI.3.8	5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Answer questions about a text that is read to student.	L: Sentence of 7 words or more read to student. M: 2 short sentences read to student. H: 2 medium sentences read to student.
R.5.RI.3.9	5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Answer questions about a text that is read to student.	L: Sentence of 7 words or more read to student. M: 2 short sentences read to student. H: 2 medium sentences read to student.
R.5.RL.1.1	5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Answer questions about a text that is read to student, or that student reads.	L: Sentence of 7 words or more read to student. M: 2 short sentences read to student. H: 2 medium sentences that student reads.
R.5.RL.1.2	5.RL.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Answer questions about the main idea of a text that is read to student.	L: Sentence of 7 words or more read to student. M: 2 short sentences read to student. H: 2 medium sentences read to student.

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.5.RL.1.3	5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	Identify a character, setting, or event in a story read to student.	<p>L: Sentence of 7 words or less that contains 1 character, setting, or event read to student.</p> <p>M: 2 short sentences that contain 1 character, setting, or event read to student.</p> <p>H: 2 medium sentences that contain 1 character, setting, or event read to student.</p>
R.5.RL.2.4	5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Identify the meaning of a word, or the one word meaning of metaphors and similes.	<p>L: Identify the meaning of a word of 5-6 letters, or a one word meaning of a simple simile.</p> <p>M: Identify the meaning of a word of 7 letters, or a one word meaning of a simile.</p> <p>H: Identify the meaning of a word of 8 letters or more, or a one word meaning of a metaphor.</p>

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.5.RL.2.6	5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.	Identify the narrator or a character in a story read to student.	L: Sentence of 7 words or less that contains a character or narrator read to student. M: 2 short sentences that contain a character or narrator read to student. H: 2 medium sentences that contain a character or narrator read to student.
R.5.RL.3.7	5.RL.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	Identify a word or words that describe an illustration.	L: Identify an illustration when given a three word description. M: Identify a 2 word description when presented an illustration. H: Identify a 3 word description when presented an illustration.
R.5.RL.3.9	5.RL.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Answer questions about the main idea of a text that is read to student.	L: Sentence of 7 words or less read to student. M: 2 short sentences read to student. H: 2 medium sentences read to student.

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.5.W.1.1.a	5.W.1a, 5.W.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Sub-standard: a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Identify a topic or what a text is about.	L: Sentence of 7 words or more read to student. M: 2 short sentences read to student. H: 2 medium sentences read to student.
W.5.W.1.2.a	5.W.2a, 5.W.2b	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful <u>in</u> aiding comprehension.	Identify a beginning, ending, or fact in writing.	L: Sentence of 7 words or less read to student. M: 2 short sentences read to student. H: 2 medium sentences read to student.
W.5.W.1.3.a	5.W.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Sub-standard: a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Identify a person, event, or detail in writing.	L: Sentence of 7 words or more read to student. M: 2 short sentences read to student. H: 2 medium sentences read to student.

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.5.W.2.4	5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Trace, copy, or write 3 - 4 words.	L: Trace 3 words. M: Copy 4 words. H: Write 4 words from dictation.
W.5.W.2.5	5.W.5	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	Identify the correct word to use in writing.	L: Sentence of 7 words or more read to student. M: 2 short sentences read to student. H: 2 medium sentences read to student.
W.5.W.3.9.a	5.W.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Identify a character, setting, or event in a story read to student.	L: Sentence of 7 words or less that contains 1 character, setting, or event read to student. M: 2 short sentences that contain 1 character, setting, or event read to student. H: 2 medium sentences that contain 1 character, setting, or event read to student.

ELA Grade 5

Standards not Essentialized:

Please refer to Oregon's published content standards for the full description and context of these codes.

5.L.2d	5.RF.4b	5.RI.7	5.RL.5	5.W.1c	5.W.6
5.L.3a		5.RI.10	5.RL.8	5.W.1d	5.W.7
5.L.3b			5.RL.10	5.W.2c	5.W.8
5.L.4c				5.W.2d	5.W.9b
5.L.6				5.W.2e	5.W.10
				5.W.3b	
				5.W.3c	
				5.W.3d	
				5.W.3e	

ELA Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.6.L.1.1.a	6.L.1a, 6.L.1b, 6.L.1c, 6.L.1d	Ensure that pronouns are in the proper case.	Identify correct pronoun in a sentence.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words read to student. H: Sentence of 8 words or more read to student.
L.6.L.1.2.a	6.L.2a	Use punctuation to set off nonrestrictive/parenthetical elements.	Identify correct use of commas, parentheses, or dashes in a sentence.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words read to student. H: Sentence of 8 words or more read to student.
L.6.L.1.2.b	6.L.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: b. Spell correctly.	Identify correctly spelled word.	L: Word of 4 letters. M: Word of 5 letters. H: Word of 6 letters.
L.6.L.3.4.a	6.L.4a, 6.L.4b	Use context as a clue to the meaning of a word or phrase.	Identify the meaning of a word with an affix or root in context.	L: 5 letter word; sentence of 6 words or less read to student. M: 6 letter word; sentence of 7 words read to student. H: 6 letter word; sentence of 8 words or more read to student.

ELA Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.6.L.3.5.a	6.L.5a, 6.L.5b, 6.L.5c	Interpret figures of speech in context.	Identify the meaning of figurative language, or word connotations or denotations.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
R.6.RI.1.1	6.RI.1	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.	Answer questions about a text that is read to student, or that student reads.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences that student reads.
R.6.RI.1.2	6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Answer questions about the main idea of a text that is read to student.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
R.6.RI.1.3	6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	Identify an individual, event, or idea in text read to student.	L: 2 short sentences that contain an individual, event, or idea read to student. M: 2 medium sentences that contain an individual, event, or idea read to student. H: 3 sentences that contain an individual, event, or idea read to student.

ELA Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.6.RI.2.4	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Identify the one word meaning of figurative, connotative, or technical words.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
R.6.RI.2.5	6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Identify an event, idea, or information of a text.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
R.6.RI.2.6	6.RI.6	Determine an author's perspective and/or purpose in a text and explain how it is conveyed in the text.	Identify the speaker or an individual in text read to student.	L: 2 short sentences that contain an individual or speaker read to student. M: 2 medium sentences that contain an individual or speaker read to student. H: 3 sentences that contain 2 individuals or speakers read to student.
R.6.RI.3.8	6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Answer questions about a text that is read to student.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.

ELA Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.6.RI.3.9	6.RI.9	Compare and contrast one author's presentation of events with that of another.	Answer questions about a text that is read to student.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
R.6.RL.1.1	6.RL.1, 6.RI.1	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.	Answer questions about a text that is read to student, or that student reads.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences that student reads.
R.6.RL.1.2	6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Answer questions about the main idea of a text that is read to student.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
R.6.RL.1.3	6.RL.3	Describe how a particular <u>literary text's</u> plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Identify a character, setting, or event in a story read to student.	L: 2 short sentences that contain 1 character, setting, or event read to student. M: 2 medium sentences that contain 1 character, setting, or event read to student. H: 3 sentences that contain 2 characters, a setting, or event read to student.

ELA Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.6.RL.2.4	6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Identify the one word meaning of figurative or connotative words.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
R.6.RL.2.6	6.RL.6	Explain how an author develops the point of view or perspective of the narrator or speaker in a text.	Identify the speaker or a character in a story read to student.	L: 2 short sentences that contain a character or speaker read to student. M: 2 medium sentences that contain a character or speaker read to student. H: 3 sentences that contain 2 characters or speakers read to student.
R.6.RL.3.9	6.RL.9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	Answer questions about the main idea of a text that is read to student.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
W.6.W.1.1.a	6.W.1a, 6.W.1b, 6.W.1c	Write arguments to support claims with clear reasons and relevant evidence. Sub-standard: a. Introduce claim(s) and organize the reasons and evidence clearly.	Identify a claim made in writing, or what a text is about.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.

ELA Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.6.W.1.2.a	6.W.2a, 6.W.2b	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful <u>in</u> aiding comprehension.	Identify a beginning, ending, detail, or fact in writing.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
W.6.W.1.3.a	6.W.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Sub-standard: a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Identify a person, event, or detail in writing.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
W.6.W.2.4	6.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 4 - 5 words.	L: Trace 4 words. M: Copy 5 words. H: Write 5 words from dictation.

ELA Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.6.W.2.5	6.W.5	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).	Identify the correct word to use in writing.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.
W.6.W.3.9.a	6.W.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Answer questions about a text that is read to student.	L: 2 short sentences read to student. M: 2 medium sentences read to student. H: 3 sentences read to student.

Standards not Essentialized:

Please refer to Oregon's published content standards for the full description and context of these codes.

6.L.1e	6.RI.7	6.RL.5	6.W.1d	6.W.6
6.L.3a	6.RI.10	6.RL.7	6.W.1e	6.W.7
6.L.3b		6.RL.8	6.W.2c	6.W.8
6.L.4c		6.RL.10	6.W.2d	6.W.9b
6.L.4d			6.W.2e	6.W.10
6.L.6			6.W.2f	
			6.W.3b	
			6.W.3c	
			6.W.3d	
			6.W.3e	

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.7.L.1.1.a	7.L.1a, 7.L.1b, 7.L.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Sub-standard: a. Explain the function of phrases and clauses in general and their function in specific sentences.	Identify a correct phrase, or simple sentence with correct grammar.	L: 3 simple sentences or pictures as answer choices. M: Sentences of 6 words or less read to student. H: Sentences of 7 words or less read to student.
L.7.L.1.2.b	7.L.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: b. Spell correctly.	Identify correctly spelled words.	L: Word of 5 letters. M: Word of 6 letters. H: Word of 7 letters.
L.7.L.3.4.a	7.L.4a, 7.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.	L: 6 letter word; sentence of 6 words or less read to student. M: 7 letter word; sentence of 7 words read to student. H: 7 letter word; sentence of 8 words or more read to student.
L.7.L.3.5.a	7.L.5a, 7.L.5b, 7.L.5c	Interpret figures of speech in context.	Identify the meaning of figurative language, synonyms, antonyms, or analogies.	L: 2 medium sentences read to student. M: 3 sentences read to student. H: Paragraph of 4 sentences read to student.

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.7.RI.1.1	7.RI.1	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.	Answer questions about a text that is read to student, or that student reads.	L: 2 medium sentences read to student. M: 3 sentences read to student. H: Paragraph of 4 sentences that student reads.
R.7.RI.1.3	7.RI.3	Analyze the interactions between individuals, events, and ideas in a text.	Identify an individual, event, or idea in text read to student.	L: 2 medium sentences that contain an individual, event, or idea read to student. M: 3 sentences that contain an individual, event, or idea read to student. H: Paragraph of 4 sentences that contains an individual, event, or idea read to student.
R.7.RI.2.4	7.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 a specific word choice on meaning and tone.	Identify the one word meaning of figurative, connotative, or technical words.	L: 2 medium sentences read to student. M: 3 sentences read to student. H: Paragraph of 4 sentences read to student.
R.7.RI.2.5	7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Identify a sentence, information, or idea in a text.	L: 2 medium sentences read to student. M: 3 sentences read to student. H: Paragraph of 4 sentences read to student.

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.7.RI.2.6	7.RI.6	Determine an author's perspective, and/or purpose in a text and analyze how the author distinguishes his or her position from that of others.	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>L: In 2 medium-length sentences read aloud, student identifies the author, point of view expressed by the author or individual.</p> <p>M: In 3 sentences read aloud, student distinguishes between the author or author's view and another individual's view.</p> <p>H: In a 4-sentence paragraph read aloud, student identifies the author or author's view and distinguishes it from another individual's view.</p>
R.7.RI.3.8	7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Answer questions about a text that is read to student.	<p>L: 2 medium sentences read to student.</p> <p>M: 3 sentences read to student.</p> <p>H: Paragraph of 4 sentences read to student.</p>
R.7.RI.3.9	7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Answer questions about a text that is read to student.	<p>L: 2 medium sentences read to student.</p> <p>M: 3 sentences read to student.</p> <p>H: Paragraph of 4 sentences read to student.</p>

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.7.RL.1.1	7.RL.1	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.	Answer questions about a text that is read to student, or that student reads.	L: 2 medium sentences read to student. M: 3 sentences read to student. H: Paragraph of 4 sentences read to student.
R.7.RL.1.2	7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.	Answer questions about the main idea of a text that is read to student.	L: 2 medium sentences read to student. M: 3 sentences read to student. H: Paragraph of 4 sentences read to student.
R.7.RL.1.3	7.RL.3	Analyze how particular elements of a literary text interact.	Identify a character, setting, or event in a story read to student.	L: 2 medium sentences that contain 2 characters, a setting, or event read to student. M: 3 sentences that contain 2 characters, a setting, or event read to student. H: Paragraph of 4 sentences that contains 2 characters, a setting, or event read to student.

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.7.RL.2.4	7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative <u>and technical</u> meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.	Identify the one word meaning of figurative, connotative, or rhyming words.	L: 2 medium sentences read to student. M: 3 sentences read to student. H: Paragraph of 4 sentences read to student.
R.7.RL.2.6	7.RL.6	Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.	Identify the narrator or a character in a story read to student.	L: 2 medium sentences that contain 2 characters or narrators read to student. M: 3 sentences that contain 2 characters or narrators read to student. H: Paragraph of 4 sentences that contains 2 characters or narrators read to student.

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.7.RL.3.9	7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Identify a character, time, or place in a story read to student.	L: 2 medium sentences that contain 2 characters, a time, or place read to student. M: 3 sentences that contain 2 characters, a time, or place read to student. H: Paragraph of 4 sentences that contains 2 characters, a time, or place read to student.
W.7.W.1.1.a	7.W.1a, 7.W.1b, 7.W.1c	Write arguments to support claims with clear reasons and relevant evidence. Sub-standard: a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Identify a claim made in writing, or what a text is about.	L: 2 medium sentences read to student. M: 3 sentences read to student. H: Paragraph of 4 sentences read to student.
W.7.W.1.2.a	7.W.2a, 7.W.2b, 7.W.2c, 7.W.2d	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.	Identify a beginning, ending, detail, fact, or domain-specific vocabulary in writing.	L: 2 medium sentences read to student. M: 3 sentences read to student. H: Paragraph of 4 sentences read to student.

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.7.W.1.3.b	7.W.3b, 7.W.3c, 7.W.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Sub-standard: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Identify an event, detail, or sequence in writing.	L: 2 medium sentences read to student. M: 3 sentences read to student. H: Paragraph of 4 sentences read to student.
W.7.W.2.4	7.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 5 - 6 words.	L: Trace 5 words. M: Copy 6 words. H: Write 6 words from dictation.
W.7.W.2.5	7.W.5	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)	Identify the correct word to use in writing.	L: 2 medium sentences read to student. M: 3 sentences read to student. H: Paragraph of 4 sentences read to student.

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.7.W.3.9.a	7.W.9, 7.W.9a, 7.W.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Answer questions about a text that is read to student.	L: 2 medium sentences read to student. M: 3 sentences read to student. H: Paragraph of 4 sentences read to student.

Standards not Essentialized:

Please refer to Oregon's published content standards for the full description and context of these codes.

7.L.2a	7.RI.7	7.RL.5	7.W.1d	7.W.6
7.L.3a	7.RI.10	7.RL.7	7.W.1e	7.W.7
7.L.4c		7.RL.8	7.W.2e	7.W.8
7.L.4d		7.RL.10	7.W.2f	7.W.10
7.L.6			7.W.3a	
			7.W.3e	

ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.8.L.1.1.a	8.L.1a	Explain the function of verbals in general and their function in particular sentences.	Identify correct gerund, participle, infinitive, or verb in a sentence.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words read to student. H: Sentence of 8 words or more read to student.
L.8.L.1.2.c	8.L.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: c. Spell correctly.	Identify correctly spelled words.	L: Word of 6 letters. M: Word of 7 letters. H: Word of 8 letters.
L.8.L.2.3.a	8.L.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.	Identify correct verb.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words read to student. H: Sentence of 8 words or more read to student.
L.8.L.3.4.a	8.L.4a, 8.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.	L: 6 letter word; sentence of 7 words or less read to student. M: 7 letter word; sentence of 8 words read to student. H: 7 letter word; sentence of 9 words or more read to student.

ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.8.L.3.5.a	8.L.5a, 8.L.5b, 8.L.5c	Interpret figures of speech in context.	Identify the meaning of figurative language, or word connotations or denotations.	L: 3 sentences read to student. M: Paragraph of 4 sentences read to student. H: Paragraph of 5 sentences read to student.
R.8.RI.1.1	8.RI.1	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.	Answer questions about a text that is read to student, or that student reads.	L: 3 sentences read to student. M: Paragraph of 4 sentences read to student. H: Paragraph of 5 sentences that student reads.
R.8.RI.1.3	8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	Identify an individual, event, or idea in text read to student.	L: 3 sentences that contain an individual, event, or idea read to student. M: Paragraph of 4 sentences that contains an individual, event, or idea read to student. H: Paragraph of 5 sentences that contains an individual, event, or idea read to student.

ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.8.RI.2.4	8.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 choices on meaning and tone, including analogies or allusions to other texts.	Identify the one word meaning of figurative, connotative, or technical words.	L: 3 sentences read to student. M: Paragraph of 4 sentences read to student. H: Paragraph of 5 sentences read to student.
R.8.RI.2.5	8.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Identify a sentence, information, or idea in a text.	L: 3 sentences read to student. M: Paragraph of 4 sentences read to student. H: Paragraph of 5 sentences read to student.
R.8.RI.2.6	8.RI.6	Determine an author's perspective, and/or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints.	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.	L: In 3 medium-length sentences read aloud, student identifies the author, point of view expressed by the author or individual. M: In 4 sentences read aloud, student distinguishes between the author, or author's view and another individual's view. H: In a 5-sentence paragraph read aloud, student identifies the author, or author's view and distinguishes it from another individual's view.

ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.8.RI.3.8	8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Answer questions about a text that is read to student.	L: 3 sentences read to student. M: Paragraph of 4 sentences read to student. H: Paragraph of 5 sentences read to student.
R.8.RI.3.9	8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Answer questions about a text that is read to student.	L: 3 sentences read to student. M: Paragraph of 4 sentences read to student. H: Paragraph of 5 sentences read to student.
R.8.RL.1.1	8.RL.1	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.	Answer questions about a text that is read to student, or that student reads.	L: 3 sentences read to student. M: Paragraph of 4 sentences read to student. H: Paragraph of 5 sentences that student reads.
R.8.RL.1.2	8.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an evidence-based summary of the text.	Answer questions about the main idea of a text that is read to student.	L: 3 sentences read to student. M: Paragraph of 4 sentences read to student. H: Paragraph of 5 sentences read to student.

ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.8.RL.1.3	8.RL.3	Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.	Identify how a character's words or actions affect another character in a story read to the student.	L: 3 sentences that contain 2 characters read to student. M: Paragraph of 4 sentences that contains 2 or more characters read to student. H: Paragraph of 5 sentences that contains 2 or more characters read to student.
R.8.RL.2.4	8.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Identify the meaning of figurative or connotative words	L: 3 sentences read to student. M: Paragraph of 4 sentences read to student. H: Paragraph of 5 sentences read to student.
R.8.RL.2.6	8.RL.6	Analyze how differences in the points of view of the characters and the perspectives of the audience or reader create such effects as suspense or humor.	Identify the narrator or a character in a story read to student.	L: 3 sentences that contain 2 characters or narrators read to student. M: Paragraph of 4 sentences that contains 2 characters or narrators read to student. H: Paragraph of 5 sentences that contains 2 characters or narrators read to student.

ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.8.RL.3.9	8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Identify a character, main idea, or event in a story read to student.	L: 3 sentences that contain 2 characters, a main idea, or event read to student. M: 4 sentences that contain 2 characters, a main idea, or event read to student. H: Paragraph of 5 sentences that contains 2 characters, a main idea, or event read to student.
W.8.W.1.1.a	8.W.1a, 8.W.1b, 8.W.1c	Write arguments to support claims with clear reasons and relevant evidence. Sub-standard: a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Identify a claim made in writing, or what a text is about.	L: 3 sentences read to student. M: Paragraph of 4 sentences read to student. H: Paragraph of 5 sentences read to student.
W.8.W.1.2.a	8.W.2a, 8.W.2b, 8.W.2d	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful <u>in</u> aiding comprehension.	Identify a beginning, ending, detail, fact, or domain-specific vocabulary in writing.	L: 3 sentences read to student. M: Paragraph of 4 sentences read to student. H: Paragraph of 5 sentences read to student.

ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.8.W.1.3.a	8.W.3a	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Identify an event, detail, sequence, or ending in writing.	L: 3 sentences read to student. M: Paragraph of 4 sentences read to student. H: Paragraph of 5 sentences read to student.
W.8.W.2.4	8.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 6 - 7 words.	L: Trace 6 words. M: Copy 7 words. H: Write 7 words from dictation.
W.8.W.2.5	8.W.5	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	Identify the correct word to use in editing.	L: 3 sentences read to student. M: Paragraph of 4 sentences read to student. H: Paragraph of 5 sentences read to student.

ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.8.W.3.9.a	8.W.9a, 8.W.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Answer questions about a text that is read to student.	L: 3 sentences read to student. M: Paragraph of 4 sentences read to student. H: Paragraph of 5 sentences read to student.

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

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

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
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.	L: Sentence of 6 words or less read to student. M: Sentence of 7 words read to student. H: 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.	L: Word of 7 letters. M: Word of 8 letters. H: 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.	L: 7 letter word; sentence of 8 words or less read to student. M: 8 letter word; sentence of 9 words read to student. H: 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.	L: Paragraph of 4 sentences read to student. M: Paragraph of 5 sentences read to student. H: 2 paragraphs read to student.

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
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.	L: Paragraph of 4 sentences read to student. M: Paragraph of 5 sentences read to student. H: 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.	L: Paragraph of 4 sentences read to student. M: Paragraph of 5 sentences read to student. H: 2 paragraphs read to student.

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
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.	L: Paragraph of 4 sentences that contains an individual, event, or idea read to student. M: Paragraph of 5 sentences that contains an individual, event, or idea read to student. H: 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.	L: Paragraph of 4 sentences read to student. M: Paragraph of 5 sentences read to student. H: 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.	L: Paragraph of 4 sentences read to student. M: Paragraph of 5 sentences read to student. H: 2 paragraphs read to student.

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
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>L: In 4 medium-length sentences read aloud, student identifies the author, point of view expressed by the author or individual.</p> <p>M: In 4 sentences read aloud, student distinguishes between the author, or author's view and another individual's view.</p> <p>H: 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>L: Identify the purpose of a statement from a work of public advocacy.</p> <p>M: Identify the purpose and reasoning in a work of public advocacy.</p> <p>H: Identify the purpose, reasoning, and arguments in a work of public advocacy.</p>

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
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.	L: Identify the theme or purpose of a historical or literary document. M: Identify the theme and purpose of a historical or literary document. H: 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.	L: Paragraph of 4 sentences read to student. M: Paragraph of 5 sentences read to student. H: 2 paragraphs that student reads.

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
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.	<p>L: Identify a fact or detail clearly stated in a short text.</p> <p>M: Identify a fact or detail clearly stated in a short text and make a basic inference.</p> <p>H: Identify a fact or detail clearly stated in a short text, make an inference, and identify unclear or missing information.</p>
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.	<p>L: Paragraph of 4 sentences that contains 3 characters, a setting, or event read to student.</p> <p>M: Paragraph of 5 sentences that contains 3 characters, a setting, or event read to student.</p> <p>H: 2 paragraphs that contain 3 characters, a setting, or event read to student.</p>

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
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.	L: Paragraph of 4 sentences read to student. M: Paragraph of 5 sentences read to student. H: 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.	L: Paragraph of 4 sentences that contains 3 characters or narrators read to student. M: Paragraph of 5 sentences that contains 3 characters or narrators read to student. H: 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.	L: Paragraph of 4 sentences that contains a theme or topic read to student. M: Paragraph of 5 sentences that contains a theme or topic read to student. H: 2 paragraphs that contain a theme or topic read to student.

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
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.	L: Paragraph of 4 sentences read to student. M: Paragraph of 5 sentences read to student. H: 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.	L: Paragraph of 4 sentences read to student. M: Paragraph of 5 sentences read to student. H: 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.	L: Paragraph of 4 sentences read to student. M: Paragraph of 5 sentences read to student. H: 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.	L: Trace 7 words. M: Copy 8 words. H: 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.	L: Paragraph of 4 sentences read to student. M: Paragraph of 5 sentences read to student. H: 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.	L: Paragraph of 4 sentences read to student. M: Paragraph of 5 sentences read to student. H: 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				