



English Language Arts and Literacy Standards

Grade 11 - 12

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OREGON
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Table of Contents

Introduction.....	2
Introduction to the 2026 K-12 English Language Arts Literacy Standards	4
Grade 11-12	5
Grade 11-12 Reading Literature / Informational Text (ELA.11-12.RL / ELA.11-12.RI).....	5
Grade 11-12 Writing (ELA.11-12.W).....	7
Grade 11-12 Language (ELA.11-12.L)	9
Grade 11-12 Speaking and Listening (ELA.11-12.SL)	11



Introduction

Shared Expectations for Student Learning

The Oregon content standards set clear, shared expectations for what all students should know and be able to do by the end of each year, grade band, or course. They reflect a commitment to equitable education, ensuring all students have access to consistent academic content, connected to and uplifted by their communities, backgrounds, and abilities. Adopted and maintained by the State Board of Education in accordance with ORS 329.045, the standards are regularly reviewed and revised to support high-quality, grade-level learning for every student.

For more information, visit the [Oregon's Standards website](#) or email ODE.Standards@ode.oregon.gov.

Vision for Equity and Excellence in Student Learning

Oregon's content standards reflect a shared commitment to equity, belonging, and the success of every student by guiding grade-level learning across all subjects while honoring students' identities, cultures, languages, and lived experiences.

Broader statewide educational initiatives, including the [Student Success Plans](#), the [Transformative Social and Emotional Learning \(SEL\) Framework and Standards](#), and [Tribal History/Shared History Curriculum](#), reinforce this vision and help establish the conditions for learning in classrooms. The required Transformative SEL Standards are intentionally designed to be integrated across all content standards, promoting culturally responsive, strengths-based instruction that elevates student voice and identity and fosters belonging for every student. The Tribal History/Shared History curriculum also ensures that the histories, cultures, and sovereignty of the nine federally recognized Tribal Nations in Oregon are taught with honesty and integrity.

Oregon's [Early Literacy](#) and [Adolescent Literacy](#) frameworks, [Multilingual Learner Strategic Plan](#), along with [English Language Proficiency Standards](#) are essential to supporting learning across all content areas. Skills in reading, writing, speaking, listening, and critical thinking enable students to access complex ideas and communicate their understanding effectively. When literacy and language development are intentionally integrated within high-quality instructional materials and classroom instruction, students, including multilingual learners, can use their cultural and linguistic assets to engage deeply with content and build the knowledge and skills needed for future learning. Alongside content standards, [high-quality instructional materials](#) play a critical role in ensuring that every student, every day, is engaged in meaningful, affirming, grade-level instruction. When instructional materials are aligned to standards and designed to support inclusive and culturally responsive teaching, they help educators deliver coherent, engaging instruction that supports all learners.

This vision, in alignment with these Oregon initiatives, frameworks, and approaches, creates the conditions for learning where every student can thrive and succeed.

Content Standards Development

In Oregon, content standards are developed through a collaborative process that brings together educators, content experts, and partners from across the state. Oregon Department of Education convenes standards review panels that examine research, national standards and trends, and current classroom practice to ensure the standards reflect high expectations for all students. Draft standards are shared for public input and feedback before being finalized and adopted by the State Board of Education. This process helps ensure that Oregon’s standards are relevant and reflective of the diverse perspectives and experiences of students and communities across the state.

Structure of the Content Standards

Oregon’s content standards are intentionally designed to promote coherence and complexity of thought across all subject areas. Each set of standards is informed by relevant frameworks, including Webb’s Depth of Knowledge (DOK), ensuring that expectations for student learning follow a coherent K-12 learning progression that deepens understanding and increases cognitive complexity.

Oregon uses a similar structure across content areas to help educators navigate the standards more easily. This shared design supports clearer implementation, promotes alignment across content areas, and helps educators focus on building students’ knowledge and skills in a coherent and integrated way across grade levels and content areas.

Oregon’s content standards are developed and organized to clearly articulate the core components and expectations for student learning. Each content area identifies a discipline – such as Mathematics, Science, or English Language Arts and defines the broad domain of learning. Grade levels specify the learner population and instructional window in which students engage with the standards, establishing a coherent progression across the K–12 continuum. This may refer to a single academic year, a multi-year grade band, or a credit-bearing course.

Domains and **sub-domains** provide the primary organizational structure for the standards. Domains represent broad, conceptual categories within a discipline, while sub-domains can further refine these categories into more specific areas of focus. Together, they organize standards into meaningful, connected threads that support coherence within and across grade levels, making learning progressions.

Content standards define the essential knowledge and skills students are expected to learn and are formally adopted by the State Board of Education. **Indicators**, which are optional and may appear in guidance, offer additional detail by illustrating the breadth and depth of a standard. They describe the types of thinking or evidence students may demonstrate, supporting clarity and consistent interpretation without prescribing instruction.

The coding structure example below shows how each part of a standard is organized to communicate the content area, grade level, domain, and specific standard.

Key:

ELA.5.RL.1 = Content Area (English Language Arts)

ELA.**5**.RL.1 = Grade Level (5th Grade)

ELA.5.**RL**.1 = Domain (Reading Literature)

ELA.5.RL.**1** = Standard (first standard for this domain and grade level)

Introduction to the 2026 K-12 English Language Arts Literacy Standards

Oregon’s English Language Arts and Literacy standards are grounded in national research and best practices, including the science of reading, and are informed by [Oregon’s Early Literacy Framework](#) and [Adolescent Literacy Framework](#). They reflect evidence-based understanding of how students develop literacy skills, particularly in foundational reading, language development, and comprehension.

Organized within familiar domains and subdomains to support coherence and clarity, the standards are structured as a developmental learning progression from kindergarten through grade 12. Designed as end-of-year expectations, they emphasize essential literacy skills and competencies and illustrate how knowledge and skills deepen and expand over time as students grow. This vertically articulated structure supports high-quality and meaningful learning while honoring developmental considerations and equitable and responsive instruction, with the goal of ensuring all students graduate proficient in literacy.

Grade 11-12

Grade 11-12 Reading Literature / Informational Text (ELA.11-12.RL / ELA.11-12.RI)

Key Ideas and Details

Reading Literature	Reading Informational
ELA.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.	ELA.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. Evaluate the credibility of the information presented, identifying areas where the text is well supported or if it leaves ideas unclear/unexplored.
ELA.11-12.RL.2 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.	ELA.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.
ELA.11-12.RL.3 Identify and analyze the impact of the author's choices on the development of a literary text.	ELA.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.

Craft and Structure

Reading Literature	Reading Informational
ELA.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.	ELA.11-12.RI.4 Determine and analyze the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and evaluate how specific word choices shape meaning, tone, and credibility.
ELA.11-12.RL.5 Analyze how an author's structural choices in specific sections of a text shape its overall structure, meaning, and aesthetic effect.	ELA.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.
ELA.11-12.RL.6 Analyze how point of view and perspective are used to influence the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony, and understatement.	ELA.11-12.RI.6 Determine an author's background, perspective, bias, and/or purpose in a text in which the rhetoric is particularly effective, analyzing how the rhetoric contributes to the text.

Integration of Knowledge and Ideas

Reading Literature	Reading Informational
ELA.11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.	ELA.11-12.RI.7 Integrate and evaluate multiple sources of information presented in diverse media or formats to address a question or solve a problem, evaluating how each emphasizes different details, perspectives, or interpretations.

Reading Literature	Reading Informational
ELA.11-12.RL.8 (Not applicable to literature)	ELA.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.
ELA.11-12.RL.9 Examine a range of texts within the same time periods by authors from around the world, including analyzing how two or more texts from the same period treat similar themes or topics from multiple perspectives.	ELA.11-12.RI.9 Analyze documents of historical, cultural, and/or literary significance from around the world for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
ELA.11-12.RL.10 Flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex literary texts, including stories, dramas, and poems.	ELA.11-12.RI.10 Flexibly use a variety of comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex informational texts.

Grade 11-12 Writing (ELA.11-12.W)

Text Types and Purposes

- ELA.11-12.W.1 Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise, well-informed claim(s); establish the significance of the claim(s); distinguish them from alternate or opposing claims; and organize writing so that claims, counterclaims, reasons, and evidence are logically sequenced and clearly connected.

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use purposeful transitions, varied syntax, and organizational structures to link sections of the text, strengthen cohesion, and clarify relationships among claims, counterclaims, reasons, and evidence.
- d. Establish and maintain a clear style and tone appropriate to the discipline, purpose, and intended audience of the writing.
- e. Provide a conclusion that logically follows from and supports the argument presented.

ELA.11-12.W.2 Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
- a. Develop the topic with relevant, credible, and sufficient evidence, such as facts, extended definitions, concrete details, quotations, data, and examples drawn from a range of reliable sources and perspectives.
- b. Use purposeful and varied transitions and organizational structures to link the ideas and sections of the text, strengthen cohesion, and clarify the relationships among complex ideas and concepts.
- c. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- d. Establish and maintain a clear style and tone appropriate to the discipline, purpose, and intended audience.
- e. Provide a conclusion that logically follows from and reinforces the information or explanation presented.

ELA.11-12.W.3 Use narratives strategically and in other modes of writing, utilizing effective technique, well-chosen details, and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.

- a. Engage and orient the reader by introducing a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters, while creating a clear and purposeful progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of sequencing techniques to ensure events build logically toward a coherent narrative whole.

- d. Use precise words and phrases, showing details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that explicitly connects the narrative’s relevance to the intended purpose of the writing.

Production and Distribution of Writing

- ELA.11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ELA.11-12.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- ELA.11-12.W.6 Use digital tools and resources, including the Internet, as well as handwriting, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. Cite sources using consistent citation formatting.

Research to Build and Present Knowledge

- ELA.11-12.W.7 Conduct short as well as more comprehensive research projects to answer questions or solve a problems, including self-generated inquiries; refine, narrow, or broaden the inquiry when appropriate; synthesize information from multiple credible sources on the subject, to demonstrate deep understanding of the subject under investigation.
- ELA.11-12.W.8 Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- ELA.11-12.W.9 Draw and cite relevant and credible evidence from literary and informational texts to support analysis, reflection, and research, demonstrating clear connections between evidence and claims or conclusions.

Range of Writing

- ELA.11-12.W.10 Write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences, including research-based, analytical, reflective, and creative writing, allowing time for planning, drafting, reflection, and revision.

Grade 11-12 Language (ELA.11-12.L)

Conventions of Standard English

- ELA.11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

ELA.11-12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation or to present information related to the sentence's first clause.
- c. Spell correctly.

Knowledge of Language

ELA.11-12.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

ELA.11-12.L.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- c. Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase.
- e. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

ELA.11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

ELA.11-12.L.6 Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness

level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 11-12 Speaking and Listening (ELA.11-12.SL)

Comprehension and Collaboration

ELA.11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Collaborate with peers to foster civil, inclusive, and democratic discussions and decision-making, set clear goals and deadlines, and define individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify one's own views and understanding and make new connections in light of the evidence and reasoning presented.
- e. Evaluate the effectiveness of the discussion.

ELA.11-12.SL.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

ELA.11-12.SL.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

ELA.11-12.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task. Use appropriate eye contact, adequate volume, and clear pronunciation.

ELA.11-12.SL.5 Make creative and strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELA.11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.