

Oregon Curriculum Matrix for English Language Arts

Content standards in *italic* text are eligible for statewide assessment. Content standards in **bold** text support classroom instruction and assessment.

Oregon English Language Arts Content Areas/Core Standards/ Content Standards High School	National Essential Skills Study (NESS) Rankings Rank	OAKS	NESS	Priority
<i>EL.HS.RE.10 Determine meanings of words using contextual and structural clues.</i>	E5 Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	H	H
<i>EL.HS.RE.11 Identify and use the literal and figurative meanings of words and phrases.</i>	E5 Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	H	H
<i>EL.HS.RE.12 Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.</i>	E5 Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	H	H
EL.HS.RE.13 Use general dictionaries, specialized dictionaries, glossaries, thesauruses, or related references to increase vocabulary.	E4 Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.	H	H	H
EL.HS.RE.14 Understand technical vocabulary in subject area reading.	E5 Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	H	H
EL.HS.RE.15 Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.	E2 Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	L	H	M
<i>EL.HS.RE.16 Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.</i>	E12 Preview (skim) informational text to anticipate content (title, chapter headings, Internet search results, illustrations, table of contents, etc.).	M	H	H