English Language Arts & Literacy

Section 2A.

The purpose of this document is to guide educators in determining what's essential knowledge for Oregon students across each grade, K-12, in English Language Arts and Literacy.

OREGON
DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

SECTION 1. Overarching Design Considerations

1A. Essential Learning and Acceleration

Instruction—even in this time of disruption—should be designed to ensure that each student has access to grade-level content so they can progress to the next level of learning and be prepared for college and careers. Leveraging student and family funds of knowledge is critical in connecting student experience to current learning goals and student agency. This year, it is important to account for the range of learning opportunities students encountered during extended school closures and over the summer. Focusing on the most essential content will be critical.

Achieving this goal requires educators to understand the essential knowledge from the current and prior grades. The prior grade's essential knowledge must be woven into the current year's grade-level learning. Focusing on essential knowledge for each grade asks educators to resist the temptation to think students need to learn everything from the prior grade before taking on the next grade's learning. That is not necessary for success. Freeing educators from this inclination will let them focus tightly on the highest-leverage learning.

This fall it will be critical to monitor the potential instinct toward over-remediation. Annenberg Institute for School Reform at Brown University and Results for America's research brief, "School Practices to Address Learning Loss," recommends against strategies that compress additional content into an instructional timeframe or that increase tiered interventions that pull students away from core content. Evidence suggests that these practices may deepen learning gaps that already exist for struggling students.

Much of the content in every grade level and subject is accessible for students of that age, even if they missed some prior learning. **Thus, the recommendation,** supported in the Annenberg research brief, **is to focus on grade-level learning to ensure students keep making progress, even in these complex times, with supplemental instruction on prerequisite skills as necessary** (See Learning Acceleration Guide: Planning for Acceleration in the 2020-2021 School Year**).** This year, school districts/school systems must focus on strong formative assessment practices and adjust how students learn grade-level content through comprehensive distance learning and hybrid instructional models.

> **What remains in all instructional models and content areas:**
> - **Keep care and connection at the forefront.**
> - **Design learning to include students experiencing disability and who are learning English, as they are first and foremost general education students.**
> - **Focus on essential grade-level learning.**
> - **Builds on students' academic background, life experiences, culture and language to support culturally relevant learning.**

This content is situated as a discipline-specific resource and intended to supplement rather than repeat content included in *Ready Schools, Safe Learners*; Comprehensive Distance Learning; and Ensuring Equity and Access (all of which are available on the Oregon Department of Education website).

1B. Formative Assessment Practices

Formative assessment practices are the most vital aspect of a balanced assessment system, as they increase student learning and agency. Formative practices inform instruction in the moment, on a daily basis, and apply across all instructional areas, from CTE, to visual and performing arts, to mathematics. Please refer to ODE's Formative Assessment Considerations for 2020-21 for information around where to focus formative assessment efforts for the coming school year. The assessment sections below focus on guidelines and content-specific interim assessment resources that are available for Oregon districts, where appropriate.

SECTION 2. Content-Specific Design Considerations

2A. ELA/Literacy

The 2020-2021 Essential Instructional Content for English Language Arts/Literacy K-12 Overview guides educators in determining what's essential knowledge for each grade, K-12, in ELA for Oregon students. Using the recommended essential content, school districts/school systems can plan the scope and sequence of learning and adjust units of instruction. The Instruction Partners' Guidance for Accelerating Student Learning is a concise resource with Do's/Don't for Tier I ELA instruction for all grade levels. Additionally, the Becoming Anti-Racist ELA Teachers White Paper is an important resource for all teachers, including ELA teachers.

Focus	Headline Considerations
K-2 Reading Foundations	- It is critical students learn reading foundations coherently and completely. Using formative assessment practices during instruction, educators can determine which skills and missed content from the spring must be taught this fall along with or prior to new skills. - Using formative assessment practices during instruction, educators can determine which skills from spring require additional instructional support. This will require teachers to identify where students must begin in their learning progression, using short but meaningful and targeted assessment practices. - High-quality reading foundations instructional materials will provide support to make the content available in various settings to students. - Design short, highly engaging synchronous opportunities for students to practice and reinforce surface structure literacy skills (i.e. sound-symbol relationship, sight word fluency, phonemic awareness).
K-2 Reading Comprehension	- All students should progress to their next grade level in reading comprehension and begin the first instructional unit with their peers. - Gathering evidence of learning in the area of reading comprehension includes discrete, targeted determinations of the prerequisite skills needed to access initial instruction.
3-12 Reading Comprehension	- All students should progress to their next grade level in reading comprehension and begin the first instructional unit with their peers. - Reading comprehension does not require a standards-based assessment at re-entry; rather, teachers should identify what vocabulary and background knowledge students will

	need for success in the first instructional unit.

K-2 Reading Foundations

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
Content What is the essential learning?	**Prioritize the most critical skills and knowledge** Educators should work in teams, whenever possible, to accomplish the following actions using the district adopted curriculum before school opens in the fall: ● Review prioritized Oregon English Language Arts and Literacy Standards. ● Identify priority grade or course-level content. For a detailed overview of K-2 Reading Foundations, review the K-1 Essential Instructional Content in English Language Arts/Literacy or the 2-3 Essential Instructional Content in English Language Arts/Literacy . For a streamlined version, including a crosswalk of K-2 standards and learning progressions, refer to the K-2 ODE Prioritized ELA Standards Resource document.
Resources	● Foundational Reading Skills Progressions ● K-2 ODE Prioritized ELA Standards Resource ● Text Complexity, Vocabulary, & Writing (Appendix A) ● 2020-2021 Essential Instructional Content for English Language Arts/Literacy K-12 Overview
Instructional Materials What tools and resources do I use?	**Start with what you already have in place:** Build from the curricular content and lesson planning already in use prior to COVID-19. Supplement or re-align the district-adopted curriculum as needed for supporting students in distance learning and for, if applicable, an adapted scope and sequence.
Resources	● Oregon English Language Arts Instructional Materials Adoption Criteria ● The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share. ● The Collaborative for Student Success is collecting Curriculum Publisher Information to Support Learning during COVID from some of the nation's publishers of highly rated instructional materials about the adaptations, programs, and resources being developed to meet the COVID-19 context. ● Digital Access of State Adopted ELA Instructional Materials
Instructional Practices and Student Engagement	● **Teach reading foundations in a coherent order, beginning with missed skills if needed**. The skills of early reading are best taught sequentially, according to established developmental learning progressions. If students missed parts of reading foundations, it is appropriate to focus, in the short-term, on the prerequisite skills they need to work on that lay a foundation for future access. This may involve supplementing or scaffolding to meet

How do I adapt instruction to engage students in learning?	targeted learning needs informed by students' evidence of learning while also providing access to grade-level content and expectations.
	● **Ensure students receive foundational skills instruction each day.**
	● **Focus time and attention on phonological and phonemic awareness**.
	● **Ensure instructional time includes:**
	  ○ explicit teacher modeling of new content.
	  ○ opportunities for student practice of targeted skill(s) through speaking, reading, writing, and/or listening.
	  ○ reading of decodable text (i.e., sentences or text containing previously taught sound and spelling patterns and high frequency words) that students read and reread for automaticity and accuracy.
	  ○ in second grade, some reading of decodable text (i.e., sentences or text containing previously taught sound and spelling patterns and high frequency words) that students read and reread for fluency.
	  ○ in third grade, reading mostly grade-level complex text. Support students' phonics development through use of decodable text only as needed.
	● **Support students' decoding and fluency development through additional small group or individual support**; through opportunities to amplify or embed practice with needed skills within existing instruction or practice opportunities; and through modified student practice or scaffolds.
	● **A consistent instructional routine can support teachers with planning and students with learning.** The following instructional routine or [cycle of learning](#) can be used when teaching English language arts.

Resources	● [Nell Duke's Videos "Small Group Literacy Instruction at a Distance"](#) and ["Word Work at a Distance"](#) ● [Foundational Reading Skills Progressions](#) ● [1-2 ELA Cycle of Learning](#) ● [K-5 Core Instructional Models](#) ● [National Council of Teacher of English (NCTE) Resources](#) ● [Supporting Family Involvement in Foundational Reading Skills](#) ● [Implementation Toolkits: National Center on Improving Literacy](#) ● Resources with free books/texts: [ReadWorks.org](#) and [Storyline Online](#)
Assessment How will I measure learning?	**After attending to establishing a class culture of learning, here are some considerations around assessment of reading foundations:** Use multiple measures and multiple modalities, including screeners, reading inventories, running records, observations, and comparisons to learning progressions and developmental expectations ● Prioritize letter inventory, phonological awareness, and grade-level appropriate sound and spelling patterns for each student. **Ensure frequent, low-stakes opportunities to formatively assess**: ● students' phonological awareness, connecting to phonics as appropriate. ● students' ability to decode and encode new words based on grade-level appropriate phonics instruction. ● student's development of vocabulary and word meanings ● students' understanding of connected text

Resources	● West Virginia Department of Education [Developmentally Appropriate Formative Assessment Practices](#). ● [This article on the Reading Rockets website](#) provides an overview of ten different informal classroom assessment tools that might be used by teachers to determine areas of strength and learning opportunities for students.

K-12 Reading Comprehension

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
Content What is the essential learning?	**Prioritize the most critical skills and knowledge** Educators should work in teams, whenever possible, to accomplish the following actions using the district adopted curriculum before school opens in the fall: ● Review prioritized Oregon English Language Arts and Literacy Standards. ● Identify priority grade or course-level content. For detailed overview and grade-level guidance, review [2020-2021 Essential Instructional Content for English Language Arts/Literacy K-12 Overview](#)
Resources	● [2020-2021 Essential Instructional Content for English Language Arts/Literacy K-12 Overview](#) ○ [K-1 Essential Instructional Content for English Language Arts/Literacy](#) ○ [2-3 Essential Instructional Content for English Language Arts/Literacy](#) ○ [4-5 Essential Instructional Content for English Language Arts/Literacy](#) ○ [6-8 Essential Instructional Content for English Language Arts/Literacy](#) ○ [9-12 Essential Instructional Content for English Language Arts/Literacy](#) ● [Foundational Reading Skills Progressions](#) ● [Text Complexity, Vocabulary, & Writing (Appendix A)](#)
Instructional Materials What tools and resources do I use?	**Start with what you already have in place:** Build from the curricular content and lesson planning already in use prior to COVID-19. Supplement or re-align the district-adopted curriculum as needed for supporting students in distance learning and for, if applicable, an adapted scope and sequence.
Resources	● [Oregon English Language Arts Instructional Materials Adoption Criteria](#) ● [NCTE's Qualities of Anti-Racist ELA Curricula](#) ● The [Oregon Open Learning Hub](#) has content area resources that are openly licensed and free to use, remix, and share. ● Incorporate [Tribal History/Shared History](#) lessons that incorporate ELA ● [Curriculum Publisher Information to Support Learning during COVID](#) ● [Bookshare](#) a free online library that provides access to over 800,000 e-books in easy-to-read formats. ● [Digital Access of State Adopted ELA Instructional Materials](#) ● [Guidelines for ELA and Math instructional materials with regards to ELs](#) ● [Using Sound Texts in Anti-Racist Teaching for Middle School and High School](#)

Instructional Practices and Student Engagement How do I adapt instruction to engage students in learning?	● **Avoid updating the scope and sequence for ELA reading comprehension** to adjust the order of grade-level texts and units. Students can progress into the units as anticipated, even if they missed complete units from last year. Reading comprehension rests on background knowledge and vocabulary preparation, which can be embedded in the approach to the new units or aligned across disciplines with science and social studies. ● **Focus remediation on specific vocabulary and background knowledge, not isolated skills or standards**. All students are capable of exploring and discussing the ideas of grade-level text, no matter their reading level. This portion of their reading instruction must allow all students to do so. Helping students access the texts should focus on prioritized vocabulary and background knowledge. See Lexile level guidance and text feature guidance in [2020-2021 Essential Instructional Content for English Language Arts/Literacy K-12 Overview](#)**.** ● **Avoid reteaching full units from the previous year** at the beginning of this year. Remediation is unnecessary and will hold students back, wasting time on content that may not be required for grade-level success. ● **Support students' decoding and fluency development through additional small group or individual support**; through opportunities to amplify or embed practice with needed skills within existing instruction or practice opportunities; and through modified student practice or scaffolds. ● **In ELA, evidence-based, effective instruction focuses on students engaging in recursive reading and writing processes** to deepen their knowledge of literature and composition. ● **A consistent instructional routine can support teachers with planning and students with learning.** The following instructional routine or cycle of learning ([3 - 5](#) or [6 - 12](#)) can be used when teaching English language arts. ● **Select meaningful, inclusive, and relevant texts**. See [#DisruptTexts](#) (6-12) and [weneeddiversetexts.org](#) for text sets, counter narratives, resources to support anti-racist teaching pedagogy and practices.
Resources	● [Instruction Partners' ELA Guidelines for Distance Learning Models](#) ● Council of the Great City Schools released [Addressing Unfinished Learning in the 2020–21 School Year](#), an instructional framework for addressing unfinished learning and learning losses, as well as a review of essential skills and content in ELA and mathematics to support access to grade-level content in key grade transitions for all students. ● [3-5 ELA Cycle of Learning](#) ● [6-12 ELA Cycle of Learning](#) ● [K-5 Core Instructional Models](#) ● [National Council of Teacher of English (NCTE) Resources](#) ● Free digital books and texts: [ReadWorks.org](#), [Storyline Online](#), [Scholastic Learn at Home](#) ● English Learners Success Forum [Analyzing Content and Language Demands for ELA](#) to support analysis of the language and content area demands ● Council of the Great City Schools [Re-envisioning English Language Arts and English Language Development for English Language Learners](#)
Assessment How will I measure learning?	**After establishing a class culture of care, connection, and learning, consider these recommendations for ELA assessment practices:** ● Options to gather evidence of learning that do not include extensive testing include listening to students read aloud, analyzing students' writing, and engaging with students in conversations about what they have read are the most efficient ways to understand what

	students know and can do, and where they need extra practice or other support to access grade-level work.
	Assessment of ELA/literacy is used to provide insights into students' learning that help teachers support every student to move to grade-level content as quickly as possible. Avoid administering back-to-school assessments focused on isolated standards or to determine students' generalized reading comprehension level. The goal of any assessment designed to inform instruction throughout 2020-2021 is to provide information to support all students with access to grade-level literacy expectations. Curriculum-based assessments, if administered, should be highly streamlined to check on only those necessary elements that might hinder access to grade level work (e.g., students' knowledge base, fluency with grade-level text). If students need extra supports, remediation should be short, efficient, and embedded within grade-level ELA/literacy instruction. ODE is providing all districts with access to a robust and aligned Interim Assessment System and Tools for Teachers that provide educators with assessment and curricular options at multiple levels in order to efficiently support teacher and student agency. These resources can be used for assessment of grade-level learning at the end of instructional units. Please see the Oregon Department of Education interim assessment webpage for more information. Please see formative assessment information in ODE's Formative Assessment Considerations for 2020-21 for focused considerations and resources.
Resources	● ELA and Mathematics Interim Assessment Overview ● Restart & Recovery: Assessment Considerations for Fall 2020 ● ODE Official State Scoring Guides and Student Language Scoring Guides ● Oregon ELA Interim Assessment Block Crosswalk with the ODE Condensed ELA Priority Standards