Changes in Oregon's English Language Arts and Literacy Standards (2026)

This document summarizes key updates to Oregon's English Language Arts and Literacy Standards from the 2019 standards to this 2026 draft, reflecting current research, including the science of reading, national updates, Oregon laws and policies, and statewide feedback. This draft maintains alignment to the Common Core State Standards for English Language Arts, while updating standards to be Oregon-specific. The table below provides a side-by-side comparison of changes across the domains of Reading Foundational Skills, Reading Literature, Reading Informational Text, Writing, Language, and Speaking and Listening.

In addition to content changes, the 2026 draft introduces structural revisions. Reading Literature and Reading Informational standards are now grouped by anchor standard domains (e.g., Key Ideas & Details), with sub-standards embedded under a primary standard rather than listed as separate standards. The draft also adopts a revised coding system, shifting from grade-first to content-area-first codes (e.g., 5.RL.3 becomes ELA.5.RL.3).

Standard Domain	2019	2026
Reading Foundational Skills	Print Concepts ● Largely retained CCSS structure; clarified and expanded expectations providing stronger links to comprehension; clearer developmental boundaries; added/emphasized encoding (spelling) Phonological Awareness ● Tightened developmental boundaries; restructured skills into clearer progressions; added emphasis on syllable segmenting, blending, deletion Phonics and Word Recognition ● Added emphasis on common spellings and high-frequency words Fluency ● Added emphasis on using emergent-reader texts	Print Concepts ● Reframes Print Awareness as supporting comprehension and instructional clarity Phonological Awareness ● Narrows and refines expectations; emphasizes clearer developmental progressions; removes syllable deletion; limits phoneme manipulation to specific contexts; makes expectations for blending and segmenting at the phoneme level more explicit Phonics and Word Recognition ● Explicitly pairs decoding with encoding (spelling); tightens developmental progressions; aligns expectations more deliberately with research-based, systematic phonics instruction Fluency ● Shifts to grade-level text; explicitly expands fluency to include accuracy, rate, and prosody tied to comprehension

Standard Domain	2019	2026
		• Expanded to include fluency standard in grades 6-8
Reading Literature	Key Ideas and Details • Clarified language; emphasized analysis of key ideas; strengthened expectations for inference, meaning-making Craft and Structure • Refined and clarified language for instructional precision; shifted emphasis toward how meaning is constructed Integration of Knowledge and Ideas • Placed greater emphasis on constructing meaning across texts; clarified expectations for comparing, synthesizing, and evaluating ideas, themes, and perspectives Range of Reading and Level of Text Complexity • Maintained same expectation for independent, proficient reading of increasingly complex texts by grade level	Key Ideas and Details • Increases complexity of thought; explicitly emphasizes meaning-making, making logical inferences, articulating lessons or messages; shifts from surface comprehension toward deeper analytical engagement across grades Craft and Structure • Refines and elevates standards; emphasizes deeper analysis of author choices, language, perspective as tools for meaning-making; shifts from identification and explanation toward more explicit analytical thinking and coherence across grade levels; adds multisyllabic word reading and pronunciation Integration of Knowledge and Ideas • Emphasizes synthesis, meaning-making; asks students to integrate perspectives, media, interpretations to construct coherent understanding Range of Reading and Level of Text Complexity • Reframes expectation to explicitly emphasize purposeful reading, sustained engagement, meaning-making across texts; clarifies focus on comprehension, reading stamina, intentional text selection; adds multisyllabic word reading
Reading Informational	Key Ideas and Details • Refined language to emphasize analysis of key ideas; set clearer expectations for inference, meaning-making; stronger focus on how ideas are developed across an entire text Craft and Structure	Key Ideas and Details • Increases complexity of thought; explicitly requires constructing meaning through analysis, inference, synthesis of ideas across a text or multiple texts Craft and Structure

Standard Domain	2019	2026
	• Refined language to emphasize how meaning is constructed through author choices; greater instructional focus on analyzing word meaning, text structures, point of view Integration of Knowledge and Ideas • Refined emphasis toward constructing meaning across texts; clarified expectations for synthesizing information, evaluating claims, integrating ideas from multiple sources Range of Reading and Level of Text Complexity • Maintained same expectation for independent, proficient reading of increasingly complex texts by grade level	• Emphasizes analysis for meaning-making; focus on explicit evaluation of how language, structure, perspective shape understanding of texts rather than just recognizing or describing those features; adds multisyllabic word reading and pronunciation Integration of Knowledge and Ideas • Shifts focus to explicit synthesis and meaning-making; emphasizes combining information, perspectives, media to build coherent understanding; moves away from primarily demonstrating comparison or evaluation skills Range of Reading and Level of Text Complexity • Reframes expectation to explicitly emphasize purposeful reading, sustained comprehension, intentional engagement across a range of informational texts; shifts focus to demonstrating meaningful understanding, stamina with diverse, appropriately complex texts; adds multisyllabic word reading
Writing	Text Types and Purposes • Refined language to emphasize purpose, audience, development of ideas Production and Distribution of Writing • Clarified expectations to explicitly emphasize revision, collaboration, strategic use of technology Research to Build and Present Knowledge • Refined emphasis toward purposeful inquiry, synthesis; clarified expectations for gathering, evaluating, integrating information across sources to build knowledge, convey understanding	Text Types and Purposes • Shifts emphasis toward purposeful communication, meaning-making; explicitly foregrounds audience, context, flexibility in how students use text types to achieve writing purposes Production and Distribution of Writing • Reframes writing as an iterative, purpose-driven process; explicitly highlights audience awareness, flexible use of tools, collaboration Research to Build and Present Knowledge • Reframes research as inquiry-based, meaning-making process; places greater emphasis on developing questions, synthesizing ideas across sources, evaluating credibility, using research to build understanding,

Standard Domain	2019	2026
	Range of Writing ● Maintained same expectation for routine writing for various purposes and varying time frames	rather than primarily reporting information Range of Writing ● Reframes expectation to write for a range of tasks and purposes to emphasize purposeful, sustained engagement, flexibility in writing; highlights writing stamina, audience awareness, meaning-making
Language	Conventions of Standard English ● Retained same grade-by-grade expectations for grammar, capitalization, punctuation, spelling Knowledge of Language ● Retained focus on using language for clarity, style, effect Vocabulary Acquisition and Use ● Refined emphasis toward purposeful meaning-making; highlighted deeper understanding of word choice, nuanced meanings, flexible use of vocabulary across contexts	Conventions of Standard English ● Reframes to more explicitly emphasize flexibility and appropriateness across contexts; positions conventions as tools for clarity, communication, rather than rules to be mastered independently Knowledge of Language ● Reframes to more explicitly emphasize intentional language choices as tools for meaning-making across contexts; highlights audience, purpose, power of language Vocabulary Acquisition and Use ● Reframes vocabulary acquisition as active meaning-making process; explicitly emphasizes nuanced word choice, disciplinary language, flexible vocabulary use across contexts, audiences, purposes; emphasizes Greek and Latin affixes and roots
Speaking and Listening	Comprehension and Collaboration ● Emphasized collaborative meaning-making; clarified expectations for active listening, respectful discussion norms, purposeful participation Presentation of Knowledge and Ideas ● Refined language to emphasize purposeful communication, effective use of multimedia, adaptation to audience, context	Comprehension and Collaboration ● Emphasizes collaborative meaning-making, inclusive discourse; explicitly highlights active listening, equitable participation, perspective-taking, purposeful communication as shared responsibilities within conversations rather than discrete discussion skills Presentation of Knowledge and Ideas ● Reframes to explicitly emphasize purposeful communication and audience awareness; highlights how speakers intentionally select language, structure, media to convey meaning,

Standard Domain	2019	2026
		engage listeners, adapt across contexts rather than primarily demonstrating presentation skills