

*Adapted from resources provided by Student Achievement Partners, Council of Great City Schools, and Smarter Balanced*

In support of the instructional challenges that school districts are addressing as they prepare for the 2020-21 school year, the Oregon Department of Education has compiled guidance and recommendations from Student Achievement Partners, the Council of Great City Schools, and the Smarter Balanced Assessment Consortium. As Oregon educators prepare for the return of students this coming fall, it is important to address both social-emotional and academic needs. While the extent of the challenge (due to the nature of the educational disruption) may be unique, unfinished learning is not a new concept. Addressing skill gaps and incomplete learning is a necessary and usual part of the educational process.

High-quality instruction requires that educators account for students' individual and varied home and cultural experiences, academic backgrounds, specific needs, and diverse abilities. To support all students equitably, educators must adapt their instructional plans to the needs of their students throughout the academic school year. Now more than ever this is important, as students are returning to school in the fall having experienced a range of lived realities that shape their readiness to learn.

The first instinct of many districts will be to immediately assess students upon their return to school in order to gauge their academic level and needs. As stated in the [Comprehensive Distance Learning](#), districts should focus on creating learning environments that feel both physically and psychologically safe for students (and adults). Educators need to work to reengage students in school, emphasizing the importance of the school community and the joy of learning. Unfinished learning is addressed in the service of grade-level content.

Recently, Student Achievement Partners has published a [2020-2021 Priority Instructional Content in ELA and Mathematics](#). Within this publication, Student Achievement Partners has identified fourteen priority standards for English language arts across Grades K - 12. In grades **K – 12, these instructional practices are best exemplified by 14 CCR standards (and the research that supports them) – CCSS: RF.4, L.4, L.5, L.6, RI.1, RI.4, RI.9, RI.10, RL.1, RL.4, RL.10, SL.1, W.8, and W.9. They cross the domains of reading, writing, language, and speaking and listening.**

This guidance has been developed in response to current conditions. This document is not criteria, and it does not revise college and career-ready state standards. This guidance does not stand alone but is to be used in conjunction with those standards. This guidance does not attempt to repeat what standards already say, nor does it mention every opportunity the standards afford to make coherent connections within a grade or between one grade and another. Further, leveraging the focus and coherence of high-quality instructional materials aligned to college- and career-ready state standards are more important than ever.

This supplemental guidance identifies prioritized standards to support high-quality instruction and the descriptive language to support the formative assessment process to best manage students' unfinished learning related to Oregon's extended school closure this past spring.

- School districts may use these resources to support their educational communities. Curriculum and Instructional leaders may use this guide to help develop professional development opportunities as they eventually transition to plans for the upcoming assessment processes their educators will use during instruction.

**Educators may use this document to plan instructional activities that will have the greatest impact on student learning.**

The [Council of Great City Schools](#) recommends **six principles** to support students with unfinished learning:

- 1. Stick to grade-level content and instructional rigor.**
  - We know from [TNTP's work](#) that acceleration, not remediation, actually does more to help with students' unfinished learning.
- 2. Focus on the depth of instruction, rather than the pace.**
  - Allow unfinished learning to appear naturally within the context of new learning. Providing in-depth instruction of grade-level content, and adjusting according to students' needs, helps keep students engaged and allows opportunities for teachers to react and respond most effectively and efficiently possible for every student.
- 3. Prioritize content and learning.**
  - It is important to focus on the needs of students that come up during work on the grade-level curriculum. In order to do this, districts must create instructional priorities for schools and teachers by determining what are the most important topics/texts/standards within major curricular domains at each grade level. This helps teachers know where and how to invest their time and resources, and it helps them make necessary adjustments, and even cuts, to ensure there's enough time for priority content and standards.
- 4. Maintain the inclusion of each and every learner.**
  - Though all students have been impacted by the extended school closure, some students have been disproportionately impacted. For instance, ELLs, students experiencing disabilities, students navigating poverty, students in the foster care system, and those who are experiencing houselessness have borne an even greater burden as school shifted from a brick and mortar setting to a digital and distance learning environment. While district leaders may be tempted to pull out these academically fragile students and put them in remedial class situations, it is critical to ensure that every student has equitable access to grade-level content that is rigorous and engaging.
- 5. Identify and address gaps in learning through instruction.**
  - While our instincts may tell us that the place to start is with testing, to determine where learning gaps lie, this is not where we want to begin. Rather, the first steps need to be focusing on creating learning environments for students (and their adult caregivers) that feel psychologically and physically safe. Educators must re-engage students in school, focusing on establishing a class community and trusting relationships with students and families. Beginning with testing undermines these objectives, and a focus on testing puts the responsibility for learning losses on the students. Labeling students "deficient" or behind further alienates and isolates students who most need support.
- 6. Focus on the commonalities that students share, not just their differences.**
  - The extended school closure will have affected some students more profoundly than others. Students experiencing disabilities, English learners, students navigating poverty or houselessness, and students in transitional living situations may not have easy access to computers or reliable internet access to engage in digital, distance learning. Students may be dealing with issues of psychological stress and trauma, isolation, domestic violence and abuse, parental job loss, and even thoughts of suicide. These issues must be recognized and prioritized. Attending to students' emotional wellbeing is paramount as we ask them to re-engage in academic content.

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard		
		Grade 3	Grade 4	Grade 5
<b>Reading Fluency</b>				
<b>Fluency: Fluency Practice With Grade-Appropriate Texts</b>	<b>RF.4</b>	<b>3.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.	<b>4.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.	<b>5.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.
		<b>3.RF.4a</b> Read grade-level text with purpose and understanding.	<b>4.RF.4a</b> Read grade-level text with purpose and understanding.	<b>5.RF.4a</b> Read grade-level text with purpose and understanding.
		<b>3.RF.4b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>4.RF.4b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>5.RF.4b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
		<b>3.RF.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>4.RF.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>5.RF.4c</b> Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard		
		Grade 3	Grade 4	Grade 5
<b>Reading Literature</b>				
<b>Reading Literature Text Progressions</b>  <i>(Council of the Great City Schools)</i>		<b>Grade 3 Reading Literature</b> <ul style="list-style-type: none"> <li>• Students recount stories and determine the central message, lesson, or moral, explaining how it is developed in the text.</li> <li>• Students distinguish their own point of view from that of the narrator or those of the characters.</li> </ul>	<b>Grade 4 Reading Literature</b> <ul style="list-style-type: none"> <li>• Students determine the theme of a story, play, or poem from details in the text and summarize the text.</li> <li>• Students compare and contrast the point of view from which different stories are told, including the difference between first- and third person accounts.</li> </ul>	<b>Grade 5 Reading Literature</b> <ul style="list-style-type: none"> <li>• Students determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic, and students summarize the text.</li> <li>• Students describe how a narrator's or speaker's point of view influences how events are described.</li> </ul>
	<b>RL.1</b>	<b>3.RL.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>4.RL.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>5.RL.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	<b>RL.4</b>	<b>3.RL.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<b>4.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.*	<b>5.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	<b>RL.10</b>	<b>3.RL.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently	<b>4.RL.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>5.RL.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
	<b>Range of Reading and Level of Text Complexity: Regular Close Reading of Complex, Anchor Texts</b>			

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard		
		Grade 3	Grade 4	Grade 5
<b>Reading Informational</b>				
<b>Reading Informational Text Progressions</b>  <i>(Council of the Great City Schools)</i>		<b>Grade 3 Reading Informational</b>  <ul style="list-style-type: none"> <li>• Students ask and answer questions about what they read by referring directly to parts of the text.</li> <li>• Students use information gained from images or illustrations.</li> </ul>	<b>Grade 4 Reading Informational</b>  <ul style="list-style-type: none"> <li>• Students refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• Students interpret information presented in charts, graphs, or other visual sources of information and explain how the information contributes to an understanding of the text.</li> </ul>	<b>Grade 5 Reading Informational</b>  <ul style="list-style-type: none"> <li>• Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• Students draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> </ul>
	<b>RI.1</b>	<b>3.RI.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>4.RI.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>5.RI.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	<b>RI.4</b>	<b>3.RI.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<b>4.RI.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<b>5.RI.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
	<b>RI.9</b>	<b>3.RI.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>4.RI.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>5.RI.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	<b>Key Ideas and Details:</b> <i>Sequences of Text-Specific Questions and Tasks to Support Close Reading</i>			
<b>Craft and Structure:</b> <i>Systematic Work with Text-Based Vocabulary and Syntax</i>				
<b>Integration of Knowledge and Ideas:</b> <i>Regular Research Discussion, and Writing About Topics</i>				

### 3 – 5 Oregon Department of Education Prioritized ELA Standards Resource (DRAFT)

<p><b>Range of Reading and Level of Text</b>  <b>Complexity:</b> <i>Regular</i>  <i>Close Reading of</i>  <i>Complex, Anchor Texts</i></p>	<p><b>RI.10</b></p>	<p><b>3.RI.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p><b>4.RI.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>5.RI.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
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Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard		
		Grade 3	Grade 4	Grade 5
<b>Writing</b>				
<p><b>Writing Development Progressions</b></p> <p><i>(Council of the Great City Schools)</i></p>		<p><b>Grade 3 Writing</b></p> <ul style="list-style-type: none"> <li>• Students introduce a topic and use facts, definitions, and details to develop points.</li> <li>• Students provide a concluding statement or section.</li> <li>• Students group related information together.</li> <li>• Students use linking words and phrases to connect ideas, such as also, another, and but.</li> </ul>	<p><b>Grade 4 Writing</b></p> <ul style="list-style-type: none"> <li>• Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information.</li> <li>• Students provide a concluding statement or section related to the information or explanation presented.</li> <li>• Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful.</li> <li>• Students link ideas within categories of information using words and phrases (such as another, for example, also, and because).</li> <li>• Students use precise language and subject-specific vocabulary.</li> </ul>	<p><b>Grade 5 Writing</b></p> <ul style="list-style-type: none"> <li>• Students introduce a topic clearly, providing a general observation and focus, and develop the topic with facts, definitions, concrete details, quotations, or other information.</li> <li>• Students provide a concluding statement or section related to the information or explanation presented.</li> <li>• Students group related information logically and use formatting (such as headings), illustrations, and multimedia when useful.</li> <li>• Students link ideas within and across categories of information using words, phrases, and clauses (such as in contrast or especially).</li> <li>• Students use precise language and subject-specific vocabulary.</li> </ul>

### 3 – 5 Oregon Department of Education Prioritized ELA Standards Resource **(DRAFT)**

<p><b>Research to Build and Present Knowledge</b></p>	<p><b>W.8</b></p>	<p><b>3.W.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p><b>4.W.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p><b>5.W.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p><b>Research to Build and Present Knowledge</b></p>	<p><b>W.9</b></p>	<p><b>3.W.9</b> (Begins in grade 4)</p>	<p><b>4.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>5.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard		
		Grade 3	Grade 4	Grade 5
<b>Language</b>				
<b>Vocabulary Acquisition and Use:</b> <i>Systematic Work with Text-Based Vocabulary and Syntax</i>	<b>L.4</b>	<b>3.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.	<b>4.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	<b>5.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
		<b>3.L.4a</b> <i>Use sentence-level context as a clue to the meaning of a word or phrase.</i>  <b>3.L.4b</b> <i>Determine the meaning of the new word formed when a known affix is added to a known word. *</i>  <b>3.L.4c</b> <i>Use a known root word as a clue to the meaning of an unknown word with the same root. *</i>  <b>3.L.4d</b> <i>Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases. *</i>	<b>4.L.4a</b> <i>Use context as a clue to the meaning of a word or phrase. *</i>  <b>4.L.4b</b> <i>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</i>  <b>4.L.4c</b> <i>Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. *</i>	<b>5.L.4a</b> <i>Use context as a clue to the meaning of a word or phrase. *</i>  <b>5.L.4b</b> <i>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</i>  <b>5.L.4c</b> <i>Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. *</i>

### 3 – 5 Oregon Department of Education Prioritized ELA Standards Resource (DRAFT)

<b>Vocabulary Acquisition and Use:</b> <i>Systematic Work with Text-Based Vocabulary and Syntax</i>	<b>L.5</b>	<b>3.L.5</b> Demonstrate understanding of word relationships and nuances in word meanings.	<b>4.L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>5.L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		<b>3.L.5a</b> <i>Distinguish the literal and nonliteral meanings of words and phrases in context.*</i>  <b>3.L.5b</b> <i>Identify real-life connections between words and their use.*</i>  <b>3.L.5c</b> <i>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.*</i>	<b>4.L.5a</b> <i>Explain the meaning of simple similes and metaphors in context.*</i>  <b>4.L.5b</b> <i>Recognize and explain the meaning of common idioms, adages, and proverbs.</i>  <b>4.L.5c</b> <i>Demonstrate understanding of words by relating them to their antonyms and to their synonyms.*</i>	<b>5.L.5a</b> <i>Interpret figurative language, including similes and metaphors, in context.</i>  <b>5.L.5b</b> <i>Recognize and explain the meaning of common idioms, adages, and proverbs.</i>  <b>5.L.5c</b> <i>Use the relationship between particular words to better understand each of the words.*</i>
<b>Vocabulary Acquisition and Use:</b> <i>Systematic Work with Text-Based Vocabulary and Syntax</i>	<b>L.6</b>	<b>3.L.6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.*	<b>4.L.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic . *	<b>5.L.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.*

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard		
		Grade 3	Grade 4	Grade 5
<b>Speaking and Listening</b>				
<b>Comprehension and Collaboration:</b> <i>Frequent Evidence-Based Discussions About Grade-Level Anchor Texts</i>	<b>SL.1</b>	<b>3.SL.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	<b>4.SL.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	<b>5.SL.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
		<b>3.SL.1a</b> <i>With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*</i>  <b>3.SL.1b</b> <i>Follow agreed-upon rules for discussions.*</i>  <b>3.SL.1c</b> <i>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</i>  <b>3.SL.1d</b> <i>Explain their own ideas and understanding in light of the discussion.</i>	<b>4.SL.1a</b> <i>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i>  <b>4.SL.1b</b> <i>Follow agreed-upon rules for discussions and carry out assigned roles.</i>  <b>4.SL.1c</b> <i>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</i>	<b>5.SL.1a</b> <i>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i>  <b>5.SL.1b</b> <i>Follow agreed-upon rules for discussions and carry out assigned roles.</i>  <b>5.SL.1c</b> <i>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</i>  <b>5.SL.1d</b> <i>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</i>