

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. (NOTE: Grade 5 included to support instructional progression to Grade 6 or middle school learning environment)

- 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			Oregon Standards for Literacy in History/Social Studies and Science		
			Grade 6 – 8 High School		High School
Reading Informational					
Key Ideas and Details: <i>Sequences of Text-Specific Questions and Tasks to Support Close Reading</i>	RI.1	RH.1	6-8.RH.1 Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support primary and secondary source analysis.*	9-10.RH.1 Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support primary and secondary source analysis, attending to such features as the date and origin of the information.*	11-12.RH.1 Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support primary and secondary source analysis, connecting insights gained from specific details to an understanding of the text as a whole.*
			6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.*
			6-8.RH.9 Analyze the relationship between a primary and secondary source on the same topic.	9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.	11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
			6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	9-10.RH.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	11-12.RH.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Craft and Structure: <i>Systematic Work with Text-Based Vocabulary and Syntax</i>	RI.4	RH.4			
Integration of Knowledge and Ideas: <i>Regular Research Discussion, and Writing About Topics</i>	RI.9	RH.9			
Range of Reading and Level of Text Complexity: <i>Regular Close Reading of Complex, Anchor Texts</i>	RI.10	RH.10			

Student Achievement Partners Priority Standards			2019 Oregon Standards for Writing in History/Social Studies and Science		
			Grade 6 – 8 High School		High School
Writing					
Research to Build and Present Knowledge	W.8	WHST.8	<p>6-8.WHST.8</p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>9-10.WHST.8</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>11-12.WHST.8</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
	W.9	WHST.9	<p>6-8.WHST.9</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9-10.WHST.9</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>11-12.WHST.9</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>