

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 6	Grade 7	Grade 8
Reading Fluency				
Fluency: <i>Fluency Practice With Grade-Appropriate Texts</i>	RF.4	Refer to Grade 5 Standard	Refer to Grade 5 Standard	Refer to Grade 5 Standard

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard		
		Grade 6	Grade 7	Grade 8
Reading Literature				
Reading Literature Text Progressions <i>(Council of the Great City Schools)</i>		Grade 6 Reading Literature <ul style="list-style-type: none"> Students determine the theme or central idea of a text and how it is conveyed through particular details. Students also provide a summary of the text without personal opinions or judgments. Students explain how an author develops the point of view of the narrator or speaker in a text. 	Grade 7 Reading Literature <ul style="list-style-type: none"> Students determine a theme or central idea of a text and analyze its development over the course of the text. Students also provide an objective summary of the text. Students analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 	Grade 8 Reading Literature <ul style="list-style-type: none"> Students determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. Students also provide an objective summary of the text. Students analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

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		Grade 6	Grade 7	Grade 8
Reading Literature				
Key Ideas and Details: <i>Sequences of Text-Specific Questions and Tasks to Support Close Reading</i>	RL.1	6.RL.1 Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.*	7.RL.1 Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.*	8.RL.1 Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.*
	RL.4	6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.*	7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.*	8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
	RL.10	6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	8.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
Range of Reading and Level of Text Complexity: <i>Regular Close Reading of Complex, Anchor Texts</i>				

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard			
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Reading Informational					
Reading Informational Text Progressions <i>(Council of the Great City Schools)</i>		Grade 6 Reading Informational <ul style="list-style-type: none"> • Students cite evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students integrate information presented in different media or formats (such as visually, or through numbers) as well as in words to develop a coherent understanding of a topic or issue. 	Grade 7 Reading Informational <ul style="list-style-type: none"> • Students cite several pieces of evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (such as how the delivery of a speech affects the impact of the words). 	Grade 8 Reading Informational <ul style="list-style-type: none"> • Students cite evidence from the text that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Students evaluate the advantages and disadvantages of using different mediums (such as print or digital text, video, or multimedia) to present a particular topic or idea. 	
	Key Ideas and Details: <i>Sequences of Text-Specific Questions and Tasks to Support Close Reading</i>	RI.1	6.RI.1 Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.*	7.RI.1 Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.*	8.RI.1 Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.*
	Craft and Structure: <i>Systematic Work with Text-Based Vocabulary and Syntax</i>	RI.4	6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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Reading Informational				
Integration of Knowledge and Ideas: <i>Regular Research Discussion, and Writing About Topics</i>	RI.9	6.RI.9 Compare and contrast one author's presentation of events with that of another.*	7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
		Range of Reading and Level of Text Complexity: <i>Regular Close Reading of Complex, Anchor Texts</i>	RI.10	6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6– 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard		
		Grade 6	Grade 7	Grade 8
Writing				
<p>Writing Development Progressions</p> <p><i>(Council of the Great City Schools)</i></p>		<p>Grade 6 Writing</p> <ul style="list-style-type: none"> • Students introduce a topic and develop the topic with relevant facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section that follows from the information or explanation presented. • Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. • Students use appropriate transitions to clarify the relationships among ideas and concepts. • Students use precise language and subject-specific vocabulary. 	<p>Grade 7 Writing</p> <ul style="list-style-type: none"> • Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section that follows from and supports the information or explanation presented. • Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. • Students use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Students use precise language and subject-specific vocabulary to inform or explain the topic. 	<p>Grade 8 Writing</p> <ul style="list-style-type: none"> • Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section that follows from and supports the information or explanation presented. • Students organize ideas, concepts, and information into broader categories. • Students use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Students use precise language and subject-specific vocabulary to inform about or explain the topic.

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Writing				
Research to Build and Present Knowledge	W.8	6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources	7.W.8 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.	8.W.8 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.
Research to Build and Present Knowledge	W.9	6.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.	7.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.	8.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard		
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Language				
Vocabulary Acquisition and Use: <i>Systematic Work with Text-Based Vocabulary and Syntax</i>	L.4	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
		<p>6.L.4a <i>Use context as a clue to the meaning of a word or phrase.*</i></p> <p>6.L.4b <i>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.*</i></p> <p>6.L.4c <i>Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.*</i></p> <p>6.L.4d <i>Verify the preliminary determination of the meaning of a word or phrase.*</i></p>	<p>7.L.4a <i>Use context as a clue to the meaning of a word or phrase.*</i></p> <p>7.L.4b <i>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.*</i></p> <p>7.L.4c <i>Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.*</i></p> <p>7.L.4d <i>Verify the preliminary determination of the meaning of a word or phrase.*</i></p>	<p>8.L.4a <i>Use context as a clue to the meaning of a word or phrase.*</i></p> <p>8.L.4b <i>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.*</i></p> <p>8.L.4c <i>Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.*</i></p> <p>8.L.4d <i>Verify the preliminary determination of the meaning of a word or phrase.*</i></p>

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Language				
Vocabulary Acquisition and Use: <i>Systematic Work with Text-Based Vocabulary and Syntax</i>	L.5	6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		6.L.5a <i>Interpret figures of speech in context.*</i> 6.L.5b Use the relationship between particular words to better understand each of the words.* 6.L.5c Distinguish among the connotations of words with similar denotations.*	7.L.5a <i>Interpret figures of speech in context.*</i> 7.L.5b Use the relationship between particular words to better understand each of the words.* 7.L.5c Distinguish among the connotations of words with similar denotations.*	8.L.5a <i>Interpret figures of speech in context.*</i> 8.L.5b Use the relationship between particular words to better understand each of the words. 8.L.5c Distinguish among the connotations of words with similar denotations.*
Vocabulary Acquisition and Use: <i>Systematic Work with Text-Based Vocabulary and Syntax</i>	L.6	6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard		
		Grade 6	Grade 7	Grade 8
Speaking and Listening				
Comprehension and Collaboration: <i>Frequent Evidence-Based Discussions About Grade-Level Anchor Texts</i>	SL.1	6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one), in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
		6.SL.1a <i>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i>	7.SL.1a <i>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i>	8.SL.1a <i>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i>
		6.SL.1b <i>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</i>	7.SL.1b <i>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</i>	8.SL.1b <i>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</i>
		6.SL.1c <i>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i>	7.SL.1c <i>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</i>	8.SL.1c <i>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</i>
		6.SL.1d <i>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</i>	7.SL.1d <i>Acknowledge new information expressed by others and, when warranted, modify their own views.</i>	8.SL.1d <i>Acknowledge new information expressed by others and, when warranted, modify their own views.</i>