9 – 12 Oregon Department of Education Prioritized ELA Standards Resource (DRAFT)

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 9 – 10	**Grade 11 – 12**
Reading Fluency			
Fluency: *Fluency Practice With Grade-Appropriate Texts*	**RF.4**	**Refer to Grade 5 Standard**	**Refer to Grade 5 Standard**

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard	
		Grade 9 – 10	**Grade 11 – 12**
Reading Literature			
Reading Literature Text Progressions *(Council of the Great City Schools)*		**Grade 9 & 10 Reading Literature** • Students determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. • Students analyze a particular point of view or cultural experience reflected in a work of literature from outside the united States.	**Grade 11 & 12 Reading Literature** • Students determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. • Students analyze a point of view by distinguishing what is directly stated in a text from what is really meant.
Key Ideas and Details: *Sequences of Text-Specific Questions and Tasks to Support Close Reading*	**RL.1**	**9-10.RL.1** Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.*	**11-12.RL.1** Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.*

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard	
		Grade 9 – 10	**Grade 11 – 12**
Reading Literature			
Craft and Structure: *Systematic Work with Text-Based Vocabulary and Syntax*	**RL.4**	**9-10.RL.4** Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.*	**11-12.RL.4** Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.*
Range of Reading and Level of Text Complexity: *Regular Close Reading of Complex, Anchor Texts*	**RL.10**	**9-10.RL.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently	**11-12.RL.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard	
		Grade 9 – 10	Grade 11 – 12
Reading Informational			
Reading Informational Text Progressions *(Council of the Great City Schools)*		**Grades 9 & 10 Reading Informational** • Students cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. • Students analyze various accounts of a subject told in different mediums (such as a person's life story recounted in print, video, and multimedia), determining which details are emphasized in each account.	**Grades 11 & 12 Reading Informational** • Students cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • Students integrate and evaluate multiple sources of information presented in different media or formats (such as visually or through numbers) as well as in words in order to address a question or solve a problem.
Key Ideas and Details: *Sequences of Text-Specific Questions and Tasks to Support Close Reading*	**RI.1**	**9-10.RI.1** Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.*	**11-12.RI.1** Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.*
Craft and Structure: *Systematic Work with Text-Based Vocabulary and Syntax*	**RI.4**	**9-10.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 choice on meaning and tone.*	**11-12.RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.*
Integration of Knowledge and Ideas: *Regular Research Discussion, and Writing About Topics*	**RI.9**	**9-10.RI.9** Analyze documents of historical and literary significance, including how they address related themes and concepts.*	**11-12.RI.9** Analyze documents of historical and literary significance, from the Americas, for their themes, purposes, and rhetorical features.*
Range of Reading and Level of Text Complexity: *Regular Close Reading of Complex, Anchor Texts*	**RI.10**	**9-10.RI.10** By the end of grade 9, read and comprehend literary nonfiction in the grades 9– 10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	**11-12.RI.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard	
		Grade 9 – 10	Grade 11 – 12
Writing			
Writing Development Progressions *(Council of the Great City Schools)*		**Grades 9 & 10** **Writing** • Students introduce a topic and develop it with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Students provide a concluding statement or section that follows from and supports the information or explanation presented (such as articulating implications or the significance of the topic). • Students organize complex ideas, concepts, and information to make important connections and distinctions. • Students use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Students use precise language and subject-specific vocabulary appropriate for the complexity of the topic.	**Grades 11 & 12** **Writing** • Students introduce a topic and develop it thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Students provide a concluding statement or section that follows from and supports the information or explanation presented (such as articulating implications or the significance of the topic). • Students organize complex ideas, concepts, and information so that each new element builds on what came before to create a coherent narrative. • Students use appropriate and varied transitions and sentence structure to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Students use precise language, subject-specific vocabulary, and writing techniques (such as the use of an analogy to illustrate a point) appropriate for the complexity of the topic.
Research to Build and Present Knowledge	**W.8**	**9-10.W.8** Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**11-12.W.8** 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 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.

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard	
		Grade 9 – 10	**Grade 11 – 12**
Writing			
Research to Build and Present Knowledge	**W.9**	**9-10.W.9** Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.*	**11-12.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	
		Grade 9 – 10	**Grade 11 – 12**
Language			
Vocabulary Acquisition and Use: *Systematic Work with Text-Based Vocabulary and Syntax*	**L.4**	**9-10.L.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.*	**11-12.L.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.*
		*9-10.L.4a Use context as a clue to the meaning of a word or phrase.** *9-10.L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.** *9-10.L.4c Consult dictionaries, glossaries, thesauruses, as well asl other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.** *9-10.L.4d Verify the preliminary determination of the meaning of a word or phrase.**	*11-12.L.4a Use context as a clue to the meaning of a word or phrase.** *11-12.L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.** *11-12.L.4c 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, its part of speech, its etymology, or its standard usage.** *11-12.L.4d Verify the preliminary determination of the meaning of a word or phrase.**

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard	
		Grade 9 – 10	**Grade 11 – 12**
Language			
Vocabulary Acquisition and Use: *Systematic Work with Text-Based Vocabulary and Syntax*	**L.5**	**9-10.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *9-10.L.5a Interpret figures of speech in context and analyze their role in the text.** **9-10.L.5b** Analyze nuances in the meaning of words with similar denotations.	**11-12.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *11-12.L.5a Interpret figures of speech in context and analyze their role in the text.** **11-12.L.5b** Analyze nuances in the meaning of words with similar denotations.
Vocabulary Acquisition and Use: *Systematic Work with Text-Based Vocabulary and Syntax*	**L.6**	**9-10.L.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**11-12.L.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering 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 9 – 10	**Grade 11 – 12**
Speaking and Listening			
Comprehension and Collaboration: *Frequent Evidence-Based Discussions About Grade-Level Anchor Texts*	**SL.1**	**9-10.SL.1** Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	**11-12.SL.1** Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
		9-10.SL.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. *9-10.SL.1b Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.** *9-10.SL.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*	*11-12.SL.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.* *11-12.SL.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.* *11-12.SL.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.*