



K – 2 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		
		Kindergarten	Grade 1	Grade 2
Reading Fluency				
Fluency: Fluency Practice With Grade-Appropriate Texts	RF.4	K.RF.4 Read emergent texts to develop fluency and comprehension skills	1.RF.4 Read with sufficient accuracy and fluency to support comprehension.	2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
		<i>K.RF.4a Read emergent texts with one-to-one correspondence with purpose and understanding.</i>	<i>1.RF.4a Read grade-level text with purpose and understanding.</i> <i>1.RF.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</i> <i>1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>	<i>2.RF.4a Read grade-level text with purpose and understanding.</i> <i>2.RF.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</i> <i>2.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard		
		Kindergarten	Grade 1	Grade 2
Reading Literature				
Reading Literature Text Progressions <i>(Council of the Great City Schools)</i>		Kindergarten Reading Literature <ul style="list-style-type: none"> • With help from the teacher, students retell stories, including key details. • With help from the teacher, students name the author and illustrator of a story and define the role of each in telling the story. 	Grade 1 Reading Literature <ul style="list-style-type: none"> • Students retell stories, including key details, and show that they understand the lesson or moral of a story. • Students identify who is telling the story at various points in a text. 	Grade 2 Reading Literature <ul style="list-style-type: none"> • Students retell stories and determine their central message, lesson, or moral. • Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Key Ideas and Details: <i>Sequences of Text-Specific Questions and Tasks to Support Close Reading</i>	RL.1	K.RL.1 With prompting and support, ask and answer questions about key details in a text.	1.RL.1 Ask and answer questions about key details in a text.	2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Craft and Structure: <i>Systematic Work with Text-Based Vocabulary and Syntax</i>	RL.4	K.RL.4 With prompting and support, ask and answer questions about unknown words in a text.	1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	2.RL.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.*
Range of Reading and Level of Text Complexity: <i>Regular Close Reading of Complex, Anchor Texts</i>	RL.10	K.RL.10 Actively engage in group reading activities with purpose and understanding.	1.RL.10 With prompting and support, read and understand prose and poetry of appropriate complexity for grade 1.	2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 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		
		Kindergarten	Grade 1	Grade 2
Reading Informational				
Reading Informational Text Progressions <i>(Council of the Great City Schools)</i>		Kindergarten Reading Informational <ul style="list-style-type: none"> • With help from the teacher, students ask and answer questions about key details in a text. • With help from the teacher, students identify what person, place, thing, or idea a picture shows. 	Grade 1 Reading Informational <ul style="list-style-type: none"> • Students ask and answer questions about key details in a text. • Students use the illustrations and details in a text to describe key ideas. 	Grade 2 Reading Informational <ul style="list-style-type: none"> • Students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • Students explain how specific images or illustrations (such as a diagram of how a machine works) are useful.
	RI.1	K.RI.1 With prompting and support, ask and answer questions about key details in a text.	1.RI.1 Ask and answer questions about key details in a text.	2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Craft and Structure: Systematic Work with Text-Based Vocabulary and Syntax	RI.4	K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Integration of Knowledge and Ideas: Regular Research Discussion, and Writing About Topics	RI.9	K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.	1.RI.9 Identify basic similarities in and differences between two texts on the same topic.* Range of Reading and Level of Text Complexity	2.RI.9 Compare and contrast the most important points presented by two texts on the same topic. Range of Reading and Level of Text Complexity
Range of Reading and Level of Text Complexity: Regular Close Reading of Complex, Anchor Texts	RI.10	K.RI.10 Actively engage in group reading activities with purpose and understanding.	1.RI.10 With prompting and support, read and understand informational texts appropriately complex for grade 1.*	2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 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		
		Kindergarten	Grade 1	Grade 2
Writing				
Writing Development Progressions <i>(Council of the Great City Schools)</i>		Kindergarten Writing <ul style="list-style-type: none"> Using a combination of drawing, dictating, and writing, students name what they are writing about and supply some information about the topic. 	Grade 1 Writing <ul style="list-style-type: none"> Students name a topic and supply some facts about the topic. Students provide some sense of closure. 	Grade 2 Writing <ul style="list-style-type: none"> Students introduce a topic and use facts and definitions to develop points. Students provide a concluding statement or section.
	W.8	K.W.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	1.W.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.*	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.
Research to Build and Present Knowledge	W.9	K.W.9 (Begins in grade 4)	1.W.9 (Begins in grade 4)	2.W.9 (Begins in grade 4)

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard		
		Kindergarten	Grade 1	Grade 2
Language				
Vocabulary Acquisition and Use: <i>Systematic Work with Text-Based Vocabulary and Syntax</i>	L.4	K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.
		K.L.4a <i>Identify new meanings for familiar words and apply them accurately.</i> K.L.4b <i>Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</i>	1.L.4a <i>Use sentence-level context as a clue to the meaning of a word or phrase.</i> 1.L.4b <i>Use frequently occurring affixes as a clue to the meaning of a word.</i> 1.L.4c <i>Identify frequently occurring root words and their inflectional forms.*</i>	2.L.4a <i>Use sentence-level context as a clue to the meaning of a word or phrase.</i> 2.L.4b <i>Determine the meaning of the new word formed when a known prefix is added to a known word.*</i> 2.L.4c <i>Use a known root word as a clue to the meaning of an unknown word with the same root.*</i> 2.L.4d <i>Use knowledge of the meaning of individual words to predict the meaning of compound words.*</i> 2.L.4e <i>Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the meaning of words and phrases.</i>
Vocabulary Acquisition and Use: <i>Systematic Work with Text-Based Vocabulary and Syntax</i>	L.5	K.L.5 With guidance and support, explore word relationships and nuances in word meanings.	1.L.5 With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.*	2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

K – 2 Oregon Department of Education Prioritized ELA Standards Resource (DRAFT)

<p>Vocabulary Acquisition and Use: <i>Systematic Work with Text-Based Vocabulary and Syntax</i></p>	<p>L.5</p>	<p>Kindergarten L.5 Continued</p> <p>K.L.5a Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>K.L.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms.</p> <p>K.L.5c Identify real-life connections between words and their use.</p> <p>K.L.5d Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.</p>	<p>Grade 1 L.5 Continued</p> <p>1.L.5a Sort words into categories to gain a sense of the concepts the categories represent.*</p> <p>1.L.5b Define words by category and by one or more key attributes.*</p> <p>1.L.5c Identify real-life connections between words and their use.*</p> <p>1.L.5d Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.*</p>	<p>Grade 2 L.5 Continued</p> <p>2.L.5a Identify real-life connections between words and their use.*</p> <p>2.L.5b Distinguish shades of meaning among closely related verbs and closely related adjectives.*</p>
<p>Vocabulary Acquisition and Use: <i>Systematic Work with Text-Based Vocabulary and Syntax</i></p>	<p>L.6</p>	<p>K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.*</p>	<p>2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.*</p>

Student Achievement Partners Priority Standards		2019 Oregon English Language Arts and Literacy Standard		
		Kindergarten	Grade 1	Grade 2
Speaking and Listening				
Comprehension and Collaboration: <i>Frequent Evidence-Based Discussions About Grade-Level Anchor Texts</i>	SL.1	K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
		K.SL.1a <i>With guidance and support, follow agreed-upon rules for discussions.</i>	1.SL.1a <i>With guidance and support, follow agreed-upon rules for discussions.*</i> 1.SL.1b <i>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</i> 1.SL.1c <i>Ask questions to clear up any confusion about the topics and texts under discussion.</i>	2.SL.1a <i>Follow agreed-upon rules for discussions.*</i> 2.SL.1b <i>Build on others' talk in conversations by linking their comments to the remarks of others.</i> 2.SL.1c <i>Ask for clarification and further explanation as needed about the topics and texts under discussion.</i>