

English Language Arts and Literacy Standards FAQ

This resource is intended to support educators and families by providing answers to frequently asked questions (FAQs) about the English Language Arts and Literacy Standards that were adopted in 2019. Please send additional questions to: tina.roberts@ode.oregon.gov.

[ELA Literacy: Introduction](#)

[English Language Arts and Literacy Standards](#)

[Q1: Where are the English Language Arts Standards documents located?](#)

[Q2: How often are the English Language Arts and Literacy Standards and instructional materials reviewed and revised?](#)

[Q3: Is there a requirement to teach all of the English Language Arts and Literacy standards in K-12?](#)

[Q4: Are there specific high school graduation requirements for Language Arts?](#)

[Q5: Are schools and districts allowed to offer language arts courses in languages other than English?](#)

[Q6: Does ODE have a list of priority standards for ELA?](#)

[Q7: If we don't prioritize standards, how are we supposed to address all the standards at every grade level?](#)

[Q8: Elementary \(K-5\) teachers are asked to address many subjects and standards; what are some strategies for integrating content from multiple content areas?](#)

[Q9: Does ODE have recommendations for combining the English Language Arts and Literacy Standards with the literacy standards for other content areas?](#)

[Reading Foundational Skills](#)

[Q10: Is the science of reading included in the English Language Arts and Literacy Standards?](#)

[Q11: How are all the Reading Foundational Skills connected from one grade to the next?](#)

[Language Arts Instructional Minutes Requirements](#)

[Q12: What are the instructional time requirements for specific content areas?](#)

[Q13: Is there a 90-minute Reading Block requirement?](#)

[Language Arts Instructional Materials Requirements](#)

[Q14: Are there requirements for language arts instructional materials?](#)

[Local Performance Assessments and Proficiency](#)

[Q15: Are there still requirements to do work samples?](#)

[Q16: Where can I find scoring guides to use in my classroom?](#)

[Q17: Does ODE provide scoring guides for K - 2?](#)

[Q18: How do I incorporate work samples into my instruction?](#)

[Q19: Does ODE provide proficiency or success criteria examples aligned to the standards or student proficiency?](#)

ELA Literacy: Introduction

Literacy is the ability to read, write, speak, listen, and think critically, and it is a human right.

That means that every student has the opportunity to...

- Accurately, fluently, and independently **read and interact** with a wide range of content-rich, grade-appropriate, and complex texts.
- Strategically **employ comprehension strategies** to analyze key ideas and information.
- **Develop and interpret vocabulary** to effectively understand texts and communicate ideas.
- **Construct interpretations and arguments** through speaking and writing.
- **Build knowledge** about and connection to the world.
- **Feel empowered** to share their own story and engage fully in civic life, because their voices and perspectives matter.

The end goal and defining trait of literacy excellence is the student’s ability to make meaning from text and, through that meaning-making process, understand and connect to the world around them.

English Language Arts and Literacy Standards

Q1: Where are the English Language Arts Standards documents located?

The English Language Arts and Literacy Standards are located on the [English Language Arts Standards](#) page on ODE’s website. The first expandable on this page has grade level standards documents, as well as crosswalk documents highlighting the revisions made to the original Common Core State Standards which were revised in 2018-19. The expandable includes additional documents supporting the implementation of the standards.

Q2: How often are the English Language Arts and Literacy Standards and instructional materials reviewed and revised?

Every seven years. Oregon statutes direct ODE to “regularly and periodically review and revise” the common curriculum goals and performance indicators, which include language arts ([ORS 329.045](#)). The Oregon State Board of Education has the authority to adopt statewide standards. State administrative rules direct ODE to review instructional materials on a seven-year cycle ([OAR 581-011-0070](#)), and this time cycle has typically guided standards revision prior to a materials review.

Q3: Is there a requirement to teach all of the English Language Arts and Literacy standards in K-12?

Yes. In regards to the learning opportunities for all of the English Language Arts and Literacy standards from kindergarten to high school, here is the language in statute ([ORS 329.045](#)) and rule ([OAR 581-022-2030](#)) regarding district curriculum:

Revision of Common Curriculum Goals, performance indicators, diploma requirements, Essential Learning Skills and **academic content standards; instruction in academic content areas.**([ORS 329.045](#))

(3)(a) School districts and public charter schools must offer students instruction in mathematics, science, language arts, history, geography, economics, civics, physical education, health, the arts and world languages.

(b) Instruction required under paragraph (a) of this subsection must:

(A) Meet the academic content standards adopted by the State Board of Education; and

(B) Meet the requirements adopted by the State Board of Education and the board of the school district or public charter school.

Q4: Are there specific high school graduation requirements for Language Arts?

Yes. Four credits of Language Arts are required to earn an [Oregon Diploma](#). Districts can offer language arts courses that meet the needs of their students; however, a district can only award high school Language Arts credit in Oregon if the course meets applicable grade-level content described in Oregon’s adopted [English Language Arts and Literacy Standards](#).

Q5: Are schools and districts allowed to offer language arts courses in languages other than English?

Yes. [Access to Linguistic Inclusion](#) expands the opportunities that schools and districts may offer to students, but it does not impose new instructional requirements. As noted previously, a district can only award high school Language Arts credit in Oregon if the course meets applicable grade-level content described in Oregon’s adopted [English Language Arts and Literacy Standards](#). If a language arts course is offered in a language other than English, any references to the English language in the standards should be substituted with the language of instruction.

Q6: Does ODE have a list of priority standards for ELA?

The use of the phrase “priority standards” often causes confusion. The State Board-adopted standards represent the learning priorities for Oregon’s students. **Each grade-level standard should be addressed during the instructional year.** Working collaboratively, educators may identify “priority standards” that require particular emphasis in a school or district, to address concerns or increase success in the following grade. **The remaining standards should not be left untaught but may be utilized as supporting standards intended to connect or further enhance the priority standards.**

Because priority standards are not a selection of some standards and the elimination of others, a district employing such an approach would not meet the requirements of [OAR 581-022-2030 District Curriculum](#).

ODE has developed the following resources to support district efforts in aligning learning progressions and bundling standards into learning targets to avoid standards being taught in isolation and to support how standards can be combined to provide a rich learning experience.

- **Oregon English Language Arts and Literacy K-5 Foundational Reading Skills Progression:** This document provides the progression of Foundational Reading Standards across all grades, K-5. Educators are encouraged to use this document as an instructional support tool to assist foundational reading skill development.
 - [K-5 Foundational Reading Skills Progression](#)
- **ELA Standards: Pathways to Proficiency Documents** align the 2019 Oregon ELA Standards with the major learning targets in grades 3-12 and the Oregon Statewide Assessment for English Language Arts. These documents provide educators with [key evidence statements](#), the different

levels of proficiency as aligned to the [achievement level descriptors \(ALDs\)](#), and can be used to associate [learning progressions](#) from one grade to the next.

- **Reading Literary Text (RL)**
 - [Grade 3 \(RL\)](#), [Grade 4 \(RL\)](#), [Grade 5 \(RL\)](#)
 - [Grade 6 \(RL\)](#), [Grade 7 \(RL\)](#), [Grade 8 \(RL\)](#)
 - [Grades 9-10 \(RL\)](#), [Grades 11-12 \(RL\)](#)
- **Reading Informational Text (RI)**
 - [Grade 3 \(RI\)](#), [Grade 4 \(RI\)](#), [Grade 5 \(RI\)](#)
 - [Grade 6 \(RI\)](#), [Grade 7 \(RI\)](#), [Grade 8 \(RI\)](#)
 - [Grades 9-10 \(RI\)](#), [Grades 11-12 \(RI\)](#)
- **Writing: Opinion/Argumentative, Informative/Explanatory, and Narrative (W)**
 - [Grade 3 \(W\)](#), [Grade 4 \(W\)](#), [Grade 5 \(W\)](#)
 - [Grade 6 \(W\)](#), [Grade 7 \(W\)](#), [Grade 8 \(W\)](#)
 - [Grade 9-10 \(W\)](#), [Grade 11-12 \(W\)](#)

Additional information is available to districts about the progress of their students through [Target Reports](#). These reports help districts understand how groups of students are performing on grade level targets and identify areas of strengths and which have opportunities for growth.

The ***Oregon ELA Assessment Claim, Target, and Standards Crosswalk*** documents provide further information and details about the alignment between standards and assessment targets.

- These documents align the Oregon ELA Assessment claims and targets with the Oregon English Language Arts and Literacy (ELA) standards. The claims and targets can be used to design classroom lessons and district assessments. In addition, the document provides Claim Achievement Level Descriptors and serves as a guide in understanding the Oregon ELA Assessment reports.
 - [Grade 3](#), [Grade 4](#), [Grade 5](#), [Grade 6](#), [Grade 7](#), [Grade 8](#), [High School](#)

Q7: If we don't prioritize standards, how are we supposed to address all the standards at every grade level?

At each grade level, the standards are meant to be bundled together, not read as a discrete checklist. In any given lesson, educators are addressing numerous standards across various strands. For example, in a lesson that focuses on a short story, standards for Reading Literature will be addressed (likely more than just one). Discussion often accompanies the reading of a text, which incorporates Speaking and Listening standards. Frequently, some writing is done with/about the text, which encompasses writing and language standards. And sometimes, before tackling a piece of literature, students engage in informational text reading that helps build their background knowledge about the literary text, so Reading Informational standards are likely addressed, as well. (See the response to Q8 for an example.)

Q8: Elementary (K-5) teachers are asked to address many subjects and standards; what are some strategies for integrating content from multiple content areas?

Educators can also begin to intentionally integrate content by identifying opportunities for connection and the reinforcement of knowledge and skill across different subject areas. During unit and lesson planning, educators identify themes or skills that appear across the content areas and within standards. Essential unit questions and guiding questions are devised to encourage inquiry and the application of knowledge from multiple content areas.

For example, a teacher may design a third-grade unit around the Essential Question (EQ), “*Explain how human actions impact the environment.*” Students examine the local environment and habitat surrounding the school or neighborhood (science standards 3-LS4-4, 3-ETS1-2). The EQ is expansive enough to include the standards from geography (social science 3.9 and 3.10) and history (social science 3.11) as students study the physical and human characteristics of the environment while considering how humans have shaped the local environment. Students might read and ask questions about scientific ideas (ELA 3.RI.1 and 3.RI.3) or examine and explain maps and illustrations from a text (ELA 3.RI.7). Learning about the human impact on the environment might inspire students to collect numeric data for analysis (Math 3.DR.A.1 and 3.DR.B.2) before organizing a campus clean-up, an environmental impact study, or a home recycling program (social science 3.3) that uses posters as school-hall public service announcements (Visual Arts MA.3.CR3.3).

Q9: Does ODE have recommendations for combining the English Language Arts and Literacy Standards with the literacy standards for other content areas?

Content area literacy standards were part of the Common Core State Standards adoption in 2010. Those standards are intended to develop literacy in History / Social Studies and Science and Technical Subjects and are for grades 6-8, 9-10, and 11-12. Content area literacy standards are embedded in the K-5 English Language Arts and Literacy Standards; they do not exist separately in the elementary grades. These content area literacy standards focus on developing reading and writing in content areas *outside of language arts classrooms*. While the standards can be found on the [English Language Arts Standards](#) page, they are not the responsibility of language arts educators. However, language arts educators can refer to them when building lessons using informational texts from other content areas to support building background for literature, research techniques for writing projects, as well as a model for how to support students’ literacy growth with nonfiction, historical, scientific, and technical texts.

Reading Foundational Skills

Q10: Is the science of reading included in the English Language Arts and Literacy Standards?

Yes. The key tenets of the science of reading: phonological awareness, phonemic awareness, phonics instruction, decoding, vocabulary, fluency, and comprehension have always been included in the English Language Arts and Literacy Standards. Phonological awareness, phonemic awareness, phonics, and decoding are all included in the Reading Foundational Skills Standards. Vocabulary, fluency, and comprehension are included in the Reading Literary Text and Reading Informational Text standards.

Q11: How are all the Reading Foundational Skills connected from one grade to the next?

The standards build from grade-level to grade-level, starting in Kindergarten. This [K-5 Foundational Reading Skills Progression](#) illustrates how those standards build and complement one another across the K-5 spectrum.

Language Arts Instructional Minutes Requirements

Q12: What are the instructional time requirements for specific content areas?

[OAR 581-022-2320 Required Instructional Time](#) specifies a minimum number of annual instructional hours at each grade level:

- 900 hours for K-8.
- 990 hours for 9-11
- 966 hours for 12

However, all students, including elementary students, should have access to high-quality literacy instruction. Ensuring educators have time, resources, and support to engage all students in meaningful literacy experiences is critical for building a literate population.

Q13: Is there a 90-minute Reading Block requirement?

No. There is no state requirement for a 90-minute reading block; this is a local decision. The 90-minute reading block recommendation stems from the [National Reading Panel Report](#) (2000) [research](#). Reading instruction includes direct instruction, group time with text and instruction, and independent student time engaged in text.

The quality of instructional time is the most critical factor when planning for literacy learning. In a March 2023 blog post, [What's the Role of Amount of Reading Instruction?](#), literacy researcher Tim Shanahan highlights the importance of academic time over allotted time. Academic time should include ample time for practice with reading and writing throughout the day.

For additional guidance around how to structure your literacy block, consult Oregon's [Early Literacy Framework: A Strong Foundation for Readers and Writers \(K-5\)](#) and the [Early Literacy Playbook](#). The Early Literacy Framework provides foundational knowledge and guidance for how to provide effective, research-aligned instruction in reading and writing. The Early Literacy Playbook is a resource that helps districts and schools develop a comprehensive literacy instructional plan. According to the guidance in the Playbook, a literacy block should be 120 minutes per day for Tier 1 literacy instruction and include foundational skills, language comprehension, and differentiated small-group instruction. Small group instruction should focus on building knowledge, syntax vocabulary, fluency, and foundational skills development.

Language Arts Instructional Materials Requirements

Q14: Are there requirements for language arts instructional materials?

Yes. Oregon Administrative Rule [581-022-2355](#) requires school districts to select and provide students with free and appropriate instructional and resource materials. Materials are either selected from the list of materials adopted by the State Board of Education, or the district conducts an [independent adoption](#) using the State Board-adopted evaluation criteria. Additionally, the [Early Literacy Success Initiative](#) requires that instructional materials employ research-aligned instructional strategies. For more information about instructional materials adoptions, please see ODE's [Instructional Materials](#) webpage. For more information about the Early Literacy Success Initiative, please visit ODE's [Early Literacy Success Initiative](#) webpage.

Local Performance Assessments and Proficiency

Q15: Are there still requirements to do work samples?

Yes. In Oregon, the [Local Performance Assessment Requirement](#) (LPA) states that school districts shall administer one or more performance assessment(s) each year to all students in grades 3 through 8 and in high school, in: mathematics, scientific inquiry, speaking, and writing.

NOTE: Local Performance Assessment development should emphasize building activities, exercises, or problems that get at higher depth of knowledge (DOK) and cognitive complexity, as the tasks should evaluate the student's ability to apply their knowledge, rather than just recall or demonstrate.

Performance assessments should be a standardized measure (e.g., activity, exercise, problem, or work sample scored by a common scoring instrument, such as the official state scoring guides or another scoring guide adopted by the district) that is embedded in the school curriculum and evaluates the application of students' knowledge and skills.

Work Samples, scored using the official state scoring guide, are just one example of acceptable performance assessments. Districts have substantial flexibility when it comes to planning the performance assessments to fulfill this requirement.

Additionally, it is allowable to utilize the [ELA Performance Tasks included in the Oregon Interim Assessment System](#) to fulfill the local performance requirement. Each ELA Performance Task Interim Assessment has a standardized scoring rubric specific to the task. Therefore, all students are being assessed to the same success criteria, and results are comparable across the district, school, or classroom.

Q16: Where can I find scoring guides to use in my classroom?

ODE has a [Scoring Guides webpage](#) dedicated to Official State Scoring Guides (plus condensed and student language scoring guides) for educator use. These scoring guides have been developed to align to the [Oregon English Language Arts and Literacy Standards](#) for reading, speaking, and writing.

Q17: Does ODE provide scoring guides for K - 2?

No. Currently the available ODE scoring guides have been developed to support the [Assessment of Essential Skills and the Local Performance Assessment requirements](#). ODE continues to explore projects to potentially provide K - 2 writing scoring guides in the future to support classroom instructional practices. Districts should consider adopting and implementing district-wide K - 2 scoring guides to support local professional development efforts and team collaboration discussions.

Q18: How do I incorporate work samples into my instruction?

Performance assessments, also known as work samples, should be completed as a part of the students' instructional experience and should not represent a break from teaching and learning. Through performance assessments, teachers can facilitate interdisciplinary learning experiences allowing students to apply their knowledge and skills to a real-world scenario.

In addition to the required areas, districts are encouraged to consider administering local performance assessments in other skill areas as appropriate to the local curriculum. For example, districts may choose to administer local performance assessments in any of the other areas, such as Social Science Analysis.

For instance, as part of a unit of study within social sciences, the educator has an opportunity to engage students with the use of informational text on a particular historical event. After reading multiple text sources, students could engage in an opinion or argumentative writing task about the historical event using evidence from the text to support their writing claims. This activity could be further extended by asking students to deliver a short speech about the event, their claims, and the evidence used to support their position on the topic. This type of activity would highlight both English Language Arts and Literacy Standards, while also addressing grade-level Social Science standards through a cross-content activity reinforcing knowledge and skills across different subject areas.

The student work from this performance assessment could be scored using a speaking rubric and a writing rubric and thus fulfills both the speaking and writing local performance assessment requirements. Additionally, the educator could provide detailed feedback on how well students used the text resources to support their claim using the Social Science Analysis scoring guide.

Q19: Does ODE provide proficiency or success criteria examples aligned to the standards or student proficiency?

Yes. ODE has developed resources aligned to the standards and the Oregon Statewide Summative Assessment that describe proficiency through achievement level descriptors while providing educators with success criteria through learning evidence statements.

- **ELA Standards: Pathways to Proficiency Documents:** These documents align the 2019 Oregon ELA Standards with the major learning targets in grades 3-12 and the Oregon Statewide Assessment for English Language Arts. These documents provide educators with key evidence statements, the different levels of proficiency as aligned to the achievement level descriptors (ALDs), and can be used to associate learning progressions from one grade to the next.
 - **Reading Literary Text (RL)**

- [Grade 3 \(RL\)](#), [Grade 4 \(RL\)](#), [Grade 5 \(RL\)](#)
- [Grade 6 \(RL\)](#), [Grade 7 \(RL\)](#), [Grade 8 \(RL\)](#)
- [Grades 9-10 \(RL\)](#), [Grades 11-12 \(RL\)](#)
- **Reading Informational Text (RI)**
 - [Grade 3 \(RI\)](#), [Grade 4 \(RI\)](#), [Grade 5 \(RI\)](#)
 - [Grade 6 \(RI\)](#), [Grade 7 \(RI\)](#), [Grade 8 \(RI\)](#)
 - [Grades 9-10 \(RI\)](#), [Grades 11-12 \(RI\)](#)
- **Writing: Opinion/Argumentative, Informative/Explanatory, and Narrative (W)**
 - [Grade 3 \(W\)](#), [Grade 4 \(W\)](#), [Grade 5 \(W\)](#)
 - [Grade 6 \(W\)](#), [Grade 7 \(W\)](#), [Grade 8 \(W\)](#)
 - [Grade 9-10 \(W\)](#), [Grade 11-12 \(W\)](#)