

Prioritizing the Most Critical Prerequisite Skills and Knowledge for Each Grade Level and Subject Area

September 2020

Tools and Resources We Have:

- [2020-2021 Priority Instructional Content in ELA Literacy and Mathematics](#)
- [Collaborative for Student Success Crosswalks](#)
- [Student Achievement Partners Literary Text Qualitative Measures Rubric](#); you may also want to access:
 - [Full library of resources related to text complexity](#)
 - [Grades K-8 'Where to Focus' documents](#) (mathematics)
 - [Coherence map](#) (mathematics)

As we begin... (Slide 2)

Share in the [Padlet](#):

- What specific aspect of strong instruction is keeping you up at night?

Four Essential Practices in ELA (Slide 10)

Four Essential Practices in ELA



FOUNDATIONAL SKILLS

Explicit, **systematic** practice with **Reading Foundational Skills** in the early grades.

COMPLEXITY

Regular practice with **complex text** and its **academic language**.

KNOWLEDGE

Building knowledge and vocabulary through text.

EVIDENCE-BASED

Reading, writing and speaking grounded in **evidence from text**, both literary and informational.

SAP's Priority Instructional Content (Slide 11)Notes on Reading: [Pages 6-7](#)

What I Read	What I'm Thinking/Realizing/Wondering

SAP's English Language Arts Priority Instructional Content (Slide 12)Notes on Reading: [Pages 61-64](#)

What I Read	What I'm Thinking/Realizing/Wondering
	Old Power Standards are not the same as now's Priority standards, which span standards and can't be taught in isolation.

How do we ensure our students experience the four best practices in literacy instruction?

Prioritizing Critical Content in Math (Slide 15)

Prioritizing Critical Content in Math



FOCUS

Narrow the way time and energy is spent in the math classroom so that students **focus deeply on the most essential math content** for the grade/subject rather than go “an inch wide and a mile deep.”

COHERENCE

Connect content across grades so that students can **build new understanding onto foundations** built in previous years and link to major topics within grades.

RIGOR

Pursue a balance of **conceptual understanding, procedural skill and fluency, and application**. Historically, most math instruction has focused exclusively on procedural skill and fluency.

Identifying prerequisite knowledge, skills, and academic vocabulary (Slide 21-27)

Overview of Steps to Prioritizing Knowledge and Standards

1. Read the Anchor Text & Identify what additional knowledge students might need to access the grade-level text.
2. Complete a Qualitative Analysis using the [Literary Text Rubric](#) to identify where the text is most complex and where more instructional time may need to be spent.
3. Use the [SAP Priority document](#) to identify the Priority Practices and Standards (rows in green) that will best align to where the text is most complex.
4. Consider what “just-in-time” supports or scaffolds will be necessary to fill in any gaps between the prior year standard and the current grade level standard?

Step	Notes
Read Text & Identify Knowledge	
Conduct Qualitative Analysis	

Review SAP Guidance	
Consider “Just In Time” Supports	

Are identifying prerequisite skills and knowledge, and conducting qualitative analyses of texts strengths in your district?

What structures, professional learning, or others supports might you need to create to support teachers in engaging in this work?

What reflections do you have about this process and approach? What opportunities or challenges does it present?

How does this process compare to the approach your district has taken to this work, both before and after COVID?

Planning Next Steps (Slide 31)

What did you learn from this process?

What are the implications of your new learning? What will you do next?

Feedback Survey (Slide 34)

Please provide your feedback through the [Session 3 Survey](#).