
As we begin..



Reflect on the work of identifying priority instructional content that we engaged in last session. What's a key learning that has stuck with you?



Get ready to share! Add your responses to the chat.

Restarting School

Adapting Your Scope and Sequence or Pacing Guidance

September 16, 2020

Session Norms



Safety to share different perspectives



Equity of voice



Active and attentive listening



Commitment to the work

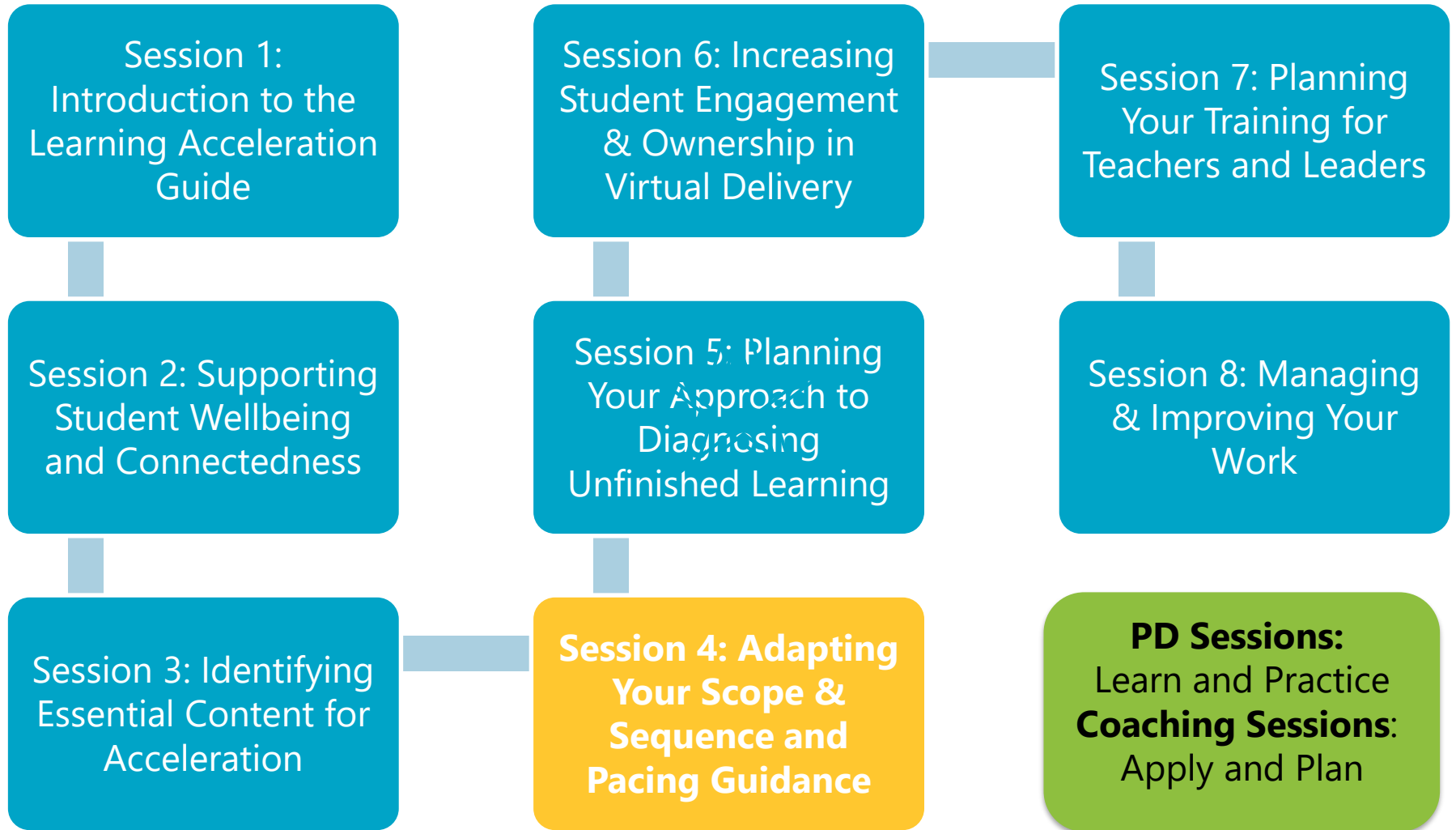


Mindful while using technology

Virtual Norms

- Be on video
- Use the chat!
- Jump in with questions
- MUTE, but unmute for verbal responses
- We are Better Together

Where are we going?



At the end of this session, you'll be able to....

1

Understand the **Critical Principles** that inform pacing guidance adaptations

2

Explain how to **adapt a scope & sequence/ pacing guidance** to ensure students have access to the priority content for their grade level.

3

Identify **current status** of this work within your district and create a plan for **supporting schools/teachers** within your role.

Making connections to the Learning Continuity and Attendance Plan

Pupil Learning Loss

How will districts diagnose unfinished learning?

What strategies will they use to accelerate learning?

How will they measure the effectiveness of the supports they are providing?

Continuity of Learning

What will synchronous and asynchronous instruction look like?

How will they ensure continued access to high quality instruction and content?

How will teachers and administrators be supported?

Agenda

Critical Principles for Designing Your Scope and Sequence

Model: Adjusting Your Scope and Sequence

Application: Evaluating Your Resources

Planning for Next Steps

Adapting your Pacing Guidance: Design Principles



Do not plan for extended periods of remedial content.



Design a calendar that helps students reach the demands of grade-level standards.



Use prior knowledge and data to predict unfinished learning.



Set expectations that teachers and leaders use provided curricular materials.



Consider when leverage whole-group intervention versus targeted, small-group or individualized- intervention.



Ensure that your school's systems and resources match your strategy.

Acceleration versus Remediation



Do not plan for extended periods of remedial content.



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Use prior knowledge and data to predict unfinished learning.



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Consider when leverage whole-group intervention versus targeted, small-group or individualized- intervention.



Ensure that your school's systems and resources match your strategy.

High Quality Materials



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Set expectations that teachers and leaders use provided curricular materials.



Consider when leverage whole-group intervention versus targeted, small-group or individualized- intervention.



Ensure that your school's systems and resources match your strategy.

Teacher-Created or Non-Traditional Materials Look Fors



Alignment to the Depth of Standards

Targets prioritized grade-level standards **to their full depth**.

Clear and explicit purpose for instruction

Assessments elicit **direct, observable evidence of learning** using methods that are unbiased

Instructional Supports

Cultivates student interest

Provides all **students multiple opportunities to engage** with prioritized grade-level standards.

Appropriately integrates supports or scaffolds

Uses a **mixture** of instructional approaches

Assessments

Designed to elicit **direct, observable evidence** of student thinking and use of language.

Assesses student proficiency using methods that are **unbiased and accessible** to all.

Rubrics, answer keys, or scoring guidelines clearly align to the **knowledge, skill, and language of the standards**.

Teacher Supports



Do not plan for extended periods of remedial content.



Design a calendar that helps students reach the demands of grade-level standards.



Use prior knowledge and data to predict unfinished learning.



Set expectations that teachers and leaders use provided curricular materials.



Consider when leverage whole-group intervention versus targeted, small-group or individualized- intervention.



Ensure that your school's systems and resources match your strategy.

Adapting your Pacing Guidance: Design Principles



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Design a calendar that helps students reach the demands of grade-level standards.



Use prior knowledge and data to predict unfinished learning.



Set expectations that teachers and leaders use provided curricular materials.



Consider when leverage whole-group intervention versus targeted, small-group or individualized- intervention.



Ensure that your school's systems and resources match your strategy.

Share out responses.



What are your reactions to the critical design principles we discussed?

Which are areas of strength in your district and which might be more challenging?

Agenda

Critical Principles for Designing Your Scope and Sequence

Model: Adjusting Your Scope and Sequence

Application: Evaluating Your Resources

Planning for Next Steps

Connections to last session: Steps and tools to identifying priority and prerequisite content

Read Text & Identify Knowledge

Conduct Qualitative Analysis

Review SAP Guidance

Consider "Just In Time" Supports



TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC
LITERARY TEXT

Text Title: _____ Text Author: _____

High		Middle High	Middle Low	Low
Multiple levels/levels of complex meaning		Multiple levels/levels of meaning	Single level/level of simple meaning	Single level/level of simple meaning
MEANING				
Narrative Structure: complex, explicit, and conventional		Narrative Structure: complex, more explicit than explicit, some conventional	Narrative Structure: simple, explicit, conventional	Narrative Structure: simple, explicit, conventional
Narrative: more skills in point of view		Narrative: more skills in point of view	Narrative: few skills in point of view	Narrative: no skills in point of view
Order of Events: frequent and/or clusters of low and sequence first in chronological order		Order of Events: several major shifts in time, use of flashbacks	Order of Events: conventional use of flashbacks, no major shifts in time	Order of Events: chronological
STRUCTURE				
Conventions: use of abstract and/or figurative language or irony		Conventions: use of abstract and/or figurative language or irony	Conventions: use of figurative language or irony	Conventions: little or no use of figurative language or irony
Style: generally unadorned, archaic, domain specific, and/or academic		Style: generally unadorned, archaic, domain specific, or nearly academic	Style: generally contemporary, familiar, conversational language that is explicit and direct, or nearly academic	Style: generally contemporary, familiar, conversational language that is explicit and direct, easy-to-understand, specific, or nearly academic
LANGUAGE				
Vocabulary: requires multiple complex, sophisticated terms, multiple abstract and/or domain-specific terms, and/or terms that are not familiar but are distinctly different to the general reader		Vocabulary: requires multiple complex, sophisticated terms, multiple abstract and/or domain-specific terms, and/or terms that are not familiar but are distinctly different to the general reader	Vocabulary: requires a range of terms, many familiar and many not familiar but are clearly related	Vocabulary: requires a range of terms, many familiar and many not familiar but are clearly related
KNOWLEDGE DEMANDS				
Cultural/Literary Knowledge: requires an extensive breadth of general cultural knowledge, many references/allusions to other texts and/or cultural elements		Cultural/Literary Knowledge: requires moderate breadth of cultural/literary knowledge, some references/allusions to other texts and/or cultural elements	Cultural/Literary Knowledge: requires some cultural/literary knowledge, few references/allusions to other texts and/or cultural elements	Cultural/Literary Knowledge: requires little or no cultural/literary knowledge, few references/allusions to other texts and/or cultural elements

CCSS WHERE TO FOCUS GRADE 4 MATHEMATICS

This document shows where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.

Use the color key to see where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.

Use the color key to see where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 4

HIGHLIGHTS OF MAJOR WORK IN GRADES 3-8

REQUIRED FLUENCIES FOR GRADE 4

How to Adapt Your Instructional Calendar

Orient to Instructional Calendar



Compare Prioritized Content to Instructional Calendar



Design Scope & Sequence

Step 1



Orient to Instructional Calendar

Compare Prioritized Content to Instructional Calendar

Design Scope & Sequence



Adapting Your Scope and Sequence or Pacing Guidance

September 2020

Step 1: Orient to Your Instructional Calendar

		Anticipated In-Person Learning Hours (if applicable)	Anticipated Hours
SY Start Date	When will the SY2020-21 school year begin? Will this date be the same for all students?		
SY End Date	When will the SY2020-21 school year end? Will this date be the same for all students?		
Blackout Dates	Are there any days when you will not have instruction (i.e., holidays or teacher in-service days) or instruction will be atypical (testing days)?		
Social-Emotional & Academic Development (SEAD) Days	How will you re-/build relationships with students and/or support students social-emotional needs as they transition back to school? Account for those hours in your Scope and Sequence/Pacing Guidance.		
Instructional Days	How many total instructional days do you have to work with? Is this number the same for most students? Subtract any blackout dates from this count.		
Tier 1 Instructional Hours	How many total hours do you have for each subject (or the subject that you're focusing on today) for the year? Is this number the same for most students?		
	How many hours (or days) are there for the first unit/module of the subject that you're focusing on today?		
	What is the frequency for designated ELD? How will you adapt this to meet the needs of special populations (ELL students, students with IEPs)?		
Extended Learning Time	Will students receive any additional learning time (i.e., for intervention or extension)? Is this time the same for most students?		
Equity & Inclusion	Are there any additional instructional supports for students within key instructional populations (Multilingual, English Language Learners; students with learning or thinking differences, students with physical disabilities, students living in economically disadvantaged households, children in foster care, children experiencing homelessness, etc.)?		

Step 2 and 3



Step 2: Compare Prioritized Content to Instructional Calendar

Gather your list of prioritized content. Place your prioritized list side-by-side with your instructional days.

Time & Standards
Choose 1 grade level from your selected content area.
1. How many days are outlined in the updated materials for the first Unit/Module?
2. How much remote content instructional time will students have each day for your identified content area?
3. Which standards (prerequisite or prioritized grade-level) are addressed in the First Unit/Module?
4. How might the identified instructional time in the materials need to be adjusted for remote instruction (i.e. what standards may need more time, does the time in the materials match with your remote content time each day, what could be done synchronously or asynchronously, etc)?
5. How many days do you anticipate this unit/module will actually take?

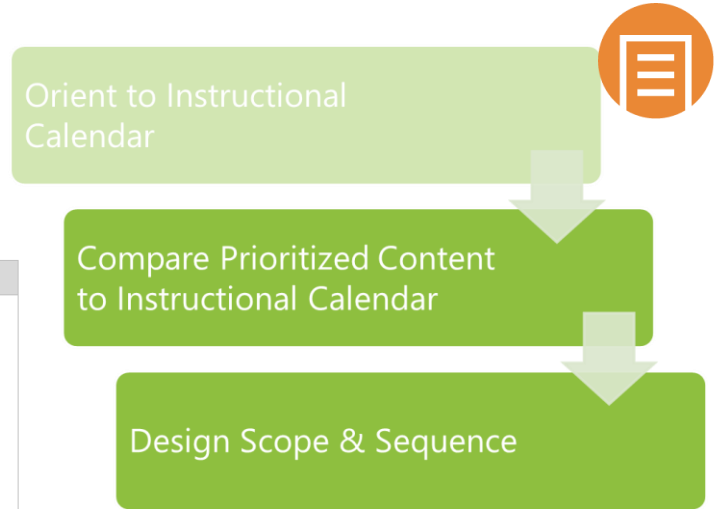
Total Days Outlined for Unit/Module	
Remote Content Time/ Day	
Grade-Level Standards	Prerequisite Content Grade Level Content
Total Instructional Hours Anticipated for the First Unit/Module	



Step 3: Design Scope & Sequence

Plot out your Scope & Sequence/Pacing Calendar for the rest of the Quarter/Term/Trimester and focus on the prioritized prerequisite and grade-level content.

Quarter/Term					
Unit/Module					
Lesson	Standard Strand/Cluster	Standard(s)	Prioritized Content	Synchronous Allotted Instructional Time and Tasks	Asynchronous Allotted Instructional Time and Tasks
Total Instructional Hours Anticipated for the ____ Unit/Module					



Orienting to the Tools We Need



Publisher Information

To support school systems and educators in meeting the learning needs of students in a drastically altered context, whether that be in-person, online, or a hybrid of the two, The Collaborative for Student Success is reaching out to the highest rated curriculum publishers (defined by a "green" rating by EdReports) to compile the adjustments they'll be making for the 2020/2021 school year. As district leaders focus on prioritizing instructional materials that focus on grade-level content and rigor, address learning gaps within the context of grade-level work, and create plans to adapt instruction, this resource is intended to offer clarity around what areas have and will be addressed by publishers.

The publisher information below gives insight into how publishers plan to:

- Adjust curriculum scope and sequences based on priority instructional content (for more information on priority instructional content see [Student Achievement Partners, 2020-21 Priority Instructional Content in English Language Arts and Mathematics](#)).
- Provide educators with specific supports to effectively use curricular materials for remote and hybrid learning.
- Provide students, families and other caregivers supports for use of curricular materials at home.

This information will be updated regularly as publishers submit new information to the Collaborative for Student Success. For questions, please contact Josh Parrish at jparrish@forstudentsuccess.org

- Amplify
 - [Amplify Core Knowledge Language Arts K-5](#)
 - [Amplify ELA 6-8](#)
 - [Amplify Science 6-8](#)
- Curriculum Associates
 - [Ready Classroom Mathematics K-2](#)
 - [Ready Classroom Mathematics 3-5](#)
 - [Ready Mathematics K-2](#)
 - [Ready Mathematics 3-5](#)
 - [Ready Mathematics 6-8](#)
 - [Additional Information](#)
- Great Minds
 - [Wit & Wisdom K-2](#)
 - [Wit & Wisdom 3-5](#)
 - [Wit & Wisdom 6-8](#)
 - [Eureka Math K-2](#)
 - [Eureka Math 3-5](#)

Curricula with crosswalks that prioritize the most critical content.

- CKLA
- Wit & Wisdom
- Eureka
- EL
- Illustrative Math
- Bridges
- ...and several more!

2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics

Grades 4-5 ELA/Literacy Considerations for the 2020-21 School Year

Building the stamina and skills to read widely and deeply from a range of challenging fiction, informational texts, and other materials is fundamental to grades 4 and 5. Building knowledge about subjects through informal research projects and responding analytically to literary and informational sources in history, science, and the arts are key to students' continuing success. Through wide reading on a topic and attention to vocabulary, students learn variations in word meanings: synonyms, antonyms, idioms, and words with more than one meaning. Students solidify fundamental language skills as they use roots, prefixes, or suffixes to analyze the meanings of complex words. Students also make essential strides in their ability to explain plainly and in detail what books say—both explicitly and what is implied from its details. By devoting significant time and effort to producing numerous written pieces over short and extended time frames throughout the year, students are writing effective summaries, book reports, essays, and descriptions of characters or events.

Keep Grade-Level Complex Text at the Center of Reading, Writing, Speaking and Listening, and Language Instruction

Regular Close Reading of Grade-Level Complex, Anchor Texts

See [RL.10](#) and [RI.10](#) for specific guidance from each of grades 4-5.

Considerations for Instructional Content and Practices

- Focus all students on the same rich, grade-level anchor texts as defined by the quantitative chart below and the qualitative features of texts (such as meaning, structure, language, and knowledge demands). Focus on these anchor texts, multiple times a week,²⁴ as school disruptions allow.
- Organize units around conceptually-related topics (and content-rich themes for literary texts) that build knowledge through anchor texts and volume of reading. Set aside skills-paced calendars.



Education

Connections to Last Session: Identifying Priority Content



Grade 3 +		
Module	Integrated into Flex Curriculum?	Module Selection/Rationale
3M1: Overcoming Learning Challenges Near and Far	Yes	<p>Module Description</p> <p>This module uses multiple literary and informational texts to introduce students to the power of literacy and how people around the world, including themselves, access learning, and overcome learning challenges. It is intentionally designed to encourage students to embrace a love of literacy and reading.</p>
3M2: Researching to Build Knowledge and Teach Others: Adaptations and the Wide World of Frogs	Yes	<p>Module Description</p> <p>Students use literacy skills to become experts--people who use reading, writing, listening, and speaking to build and share deep knowledge on the topic of the adaptations of different kinds of frogs. They read and analyze poetry and write pourquoi tales about frogs, and they also research different kinds of frogs in Everything You Need To Know About Frogs And Other Slippery Creatures by DK in order to write an informational text about a specific 'freaky' frog.</p>
3M3: Exploring Literary Classics	No	<p>Module Description</p> <p>What can we learn from reading literary classics? In this module, students consider the answer to this question through a case study of Peter Pan by J.M. Barrie. As students read Peter Pan, they analyze the racial and gender stereotypes evident in the text. They write a book review explaining whether they would recommend the story to a friend. At the end of the module, students revise a scene of Peter Pan using some of the reasons why students would not recommend the story to a friend.</p> <p>Rationale for omission in 2020-21: 3M3: Exploring Literary Classics has minimal impact in terms of new standards.</p>
3M4: Water Around the World	Yes	<p>Module Description</p> <p>This module focuses on the importance of clean freshwater around the world. Students read the text One Well: The Story of Water on Earth by Rochelle Strauss to build background knowledge about freshwater around the world and three issues: access to water, demands on water, and water pollution. They write an opinion essay about the importance of water conservation, and then plan and create a video public service announcement to educate people about their chosen water issue and to encourage them to take action with specific recommendations to solve the problem.</p>

Connections to Last Session: Identifying Pre-requisite Skills and Knowledge



Education
Flex Curriculum

STANDARDS CROSSWALK: GRADE 3 (SECOND EDITION)

Standards crosswalk charts show which standards or skills from the previous grade will be taught in the current grade-level materials. The chart includes recommendations to support students.

To access the Flex Curriculum Materials, visit our website at <https://eled.org/eleducation-flexcurriculum>.

STANDARD	STANDARDS FROM GRADE 2 MODULES 3 AND 4 <i>To address potential Spring/Summer gaps</i>	STANDARDS FROM GRADE 3 OMITTED IN MODULE 3 <i>See https://eled.org/eleducation-flexcurriculum for our recommendations for the 2020–21 school year.</i>	GRADE 3 STANDARD <i>Current grade-level standard for comparison</i>	STANDARD TAUGHT IN GRADE 3 MODULES <i>Where taught in this grade level?</i>	RECOMMENDATION <i>For teaching this skill or standard in the current grade</i>	RECOMMENDED RESOURCES
RL (Reading: Literature)	RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	N/A	RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Module 1, Module 2, Module 3	MODULE 3M1 AND 3M2: As students read Waiting for the Biblioburro in 3M1, particularly on the first page, focus students on the repetition of words and the effect this has on the reader. As students read frog poems in Unit 1 of 3M2, focus on rhythm and rhyme as appropriate.	N/A
RI (Reading: Literature)	RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.	RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.	Module 3	As this isn't a priority standard, and the texts in the selected modules do not support this standard, it is recommended to omit this standard for 2020–21.	N/A
RI (Reading: Literature)	N/A	RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	N/A	Module 3	MODULE 1: As students read picture books in Module 1, invite them to analyze how the illustrations contribute to the text.	N/A
RI (Reading: Informational Text)	RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Module 3	As this isn't a priority standard, and the texts in the selected modules do not support this standard, it is recommended to omit this standard for 2020–21.	N/A
RI (Reading: Informational Text)	RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	N/A	RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Module 2, Module 4	MODULE 3M2: As students analyze illustrations in 3M2, invite them to also consider how the illustration contributes to and clarifies the text.	N/A
RI (Reading: Informational Text)	RI.2.8: Describe how reasons support specific points the author makes in a text.	N/A	RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Module 2	MODULE 3M4: This is already happening as students read and analyze models of argument writing in 3M4 in preparation for their own argument writing.	N/A
RI (Reading: Informational Text)	RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.	N/A	RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.	Module 4	MODULE 3M4: These two standards are very similar and therefore this is already happening in 3M4. Note that students may need to go a little slower through these lessons, given that they don't have the strong foundation they would have had if they'd worked on this in G2. Use ALL Block flex time if necessary.	N/A
W (Writing)	W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	N/A	W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	Module 4	MODULE 3M4: These two standards are very similar and therefore this is already happening in 3M4. Note that students may need to go a little slower through these lessons, given that they don't have the strong foundation they would have had if they'd worked on this in G2. Use ALL Block flex time if necessary. ALL BLOCK 3M2: Consider inviting students to write reviews of books using prompts similar to that used in 3M3: Would you recommend this book to a friend?	N/A
W (Writing)	W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Module 3	MODULES 3M2 AND 3M4: When students are required to complete extended writing, for example informational texts about frogs, invite them to use technology to produce and publish that writing.	N/A
SL (Speaking and Listening)	N/A	SL.3.1d: Explain their own ideas and understanding in light of the discussion.	N/A	Module 3	MODULE 1: As students prepare for and discuss in the Mid-Unit 1 Assessment, invite students to reflect on the discussion.	N/A
SL (Speaking and Listening)	SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	N/A	SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Module 4	MODULE 3M1: This is already happening, as this standard ties to SL.3.1c and SL.3.3.	N/A
SL (Speaking and Listening)	SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	N/A	SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Module 4	MODULE 3M4: These two standards are very similar and therefore this is already happening in 3M4. Note that students may need to go a little slower through these lessons, given that they don't have the strong foundation they would have had if they'd worked on this in G2.	N/A

Comparing Instructional Calendar and Designing Your S&S



Orient to Instructional Calendar

Compare Prioritized Content to Instructional Calendar

Design Scope & Sequence

3-5 Language Arts (Second Edition): Lesson Planner Tool Grade 3: Module 1

Unit 1: Flex Lesson 2

Lesson Notes:

Overview: This is an additional synchronous practice for students to review potential standards gaps from quarters 3 and 4 of the 2019–2020 school year. Students will receive practice with the Grade 2 specific portions of standard RL.2.4 in preparation for Grade 3 work in Lesson 3.

Standards: RL.2.4

Lesson Details: Read the first page of *Waiting for the Biblioburrow*; this has on the reader. Ask questions such as "What words repeat in this story?" Take time to explicitly define and discuss the word *repet*

Formative Assessment: None

Education Language Arts Curriculum
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3-5 Language Arts (Second Edition): Lesson Planner Tool

<p>Addressed through Live Instruction (25 minutes)</p> <p>Learning Target:</p> <ul style="list-style-type: none"> I can describe how repeated words and phrases affect the meaning of a story. <p>Work Time:</p> <ul style="list-style-type: none"> See Lesson Details for description of task. 	<p>Addressed through the Student Materials (up to 35 minutes + Homework)</p> <p>READ: None</p> <p>Pre-Lesson: None</p> <p>Post-Lesson: None</p> <p>Homework</p> <ul style="list-style-type: none"> None
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	HYBRID, IN CLASS INSTRUCTION ONLY	
	ALL Block - Rotation 2 (20 minutes)	ALL Block - Rotation 3 (20 minutes)
<p>ALL Block - Teacher Rotation (Skills Block)</p> <p>In Grade 3: Module 1, during the 20 minutes of ALL Block small-group differentiated teacher instruction, it is recommended that teachers use the Grade 2 K-2 Skills Block materials from the Spring and Summer. This is to ensure students have access to crucial, on grade level, reading foundational skills that may have been missed due to school closures. Those Skills Block materials are linked.</p>	Flex Time	Flex Time

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What are your reflections from this model? What were your “ah-ha” moments or things you have questions about?

5 Minute Break

Back at 10:30

Agenda

Critical Principles for Designing Your Scope and Sequence

Model: Adjusting Your Scope and Sequence

Application: Evaluating Your Resources

Planning for Next Steps

Evaluating Your Scope & Sequence



Do not plan for extended periods of remedial content.



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Use prior knowledge and data to predict unfinished learning.



Set expectations that teachers and leaders use provided curricular materials.



Consider when leverage whole-group intervention versus targeted, small-group or individualized- intervention.



Ensure that your school's systems and resources match your strategy.



How well do your district's resources align with the design principles?

To what extent does your instructional calendar support your pacing guidance?



How well do your district's resources align with the design principles?

To what extent does your instructional calendar support your pacing guidance?

Agenda

Critical Principles for Designing Your Scope and Sequence

Model: Adjusting Your Scope and Sequence

Application: Evaluating Your Resources

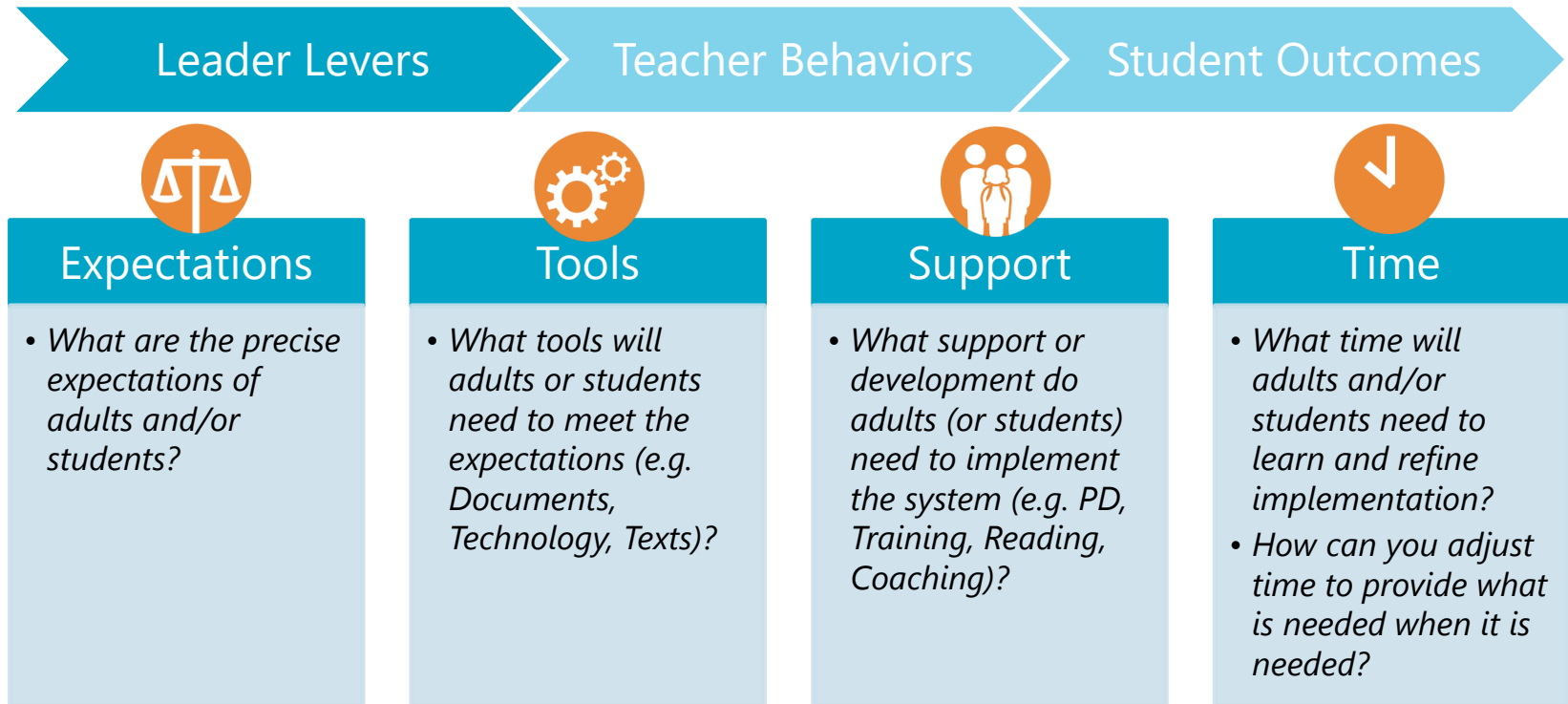
Planning for Next Steps

Breakout Groups: Planning for Next Steps



What are the specific leader levers you need to pull in your district to engage in this work?

What's an actionable goal you can go after right now, and what are your immediate next steps?





What is one next step you're taking out of this session?

At the end of this session, you'll be able to....

1

Understand the **Critical Principles** that inform pacing guidance adaptations.

2

Explain how to **adapt a scope & sequence/ pacing guidance** to ensure students have access to the priority content for their grade level.

3

Identify **current status** of this work within your district and create a plan for **supporting schools/teachers** within your role.

Please share your feedback.



Help us help you!

Feedback link provided in handout and in chat

Connect with us.



Suzanne.marks@tntp.org



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