



Think about the curriculum planning work your district or districts are engaging in this year. What specific aspect of strong instruction is keeping you up at night?



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

Restarting School

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

Sept 2, 2020

Session Norms



Safety to share different perspectives



Equity of voice



Active and attentive listening



Commitment to the work

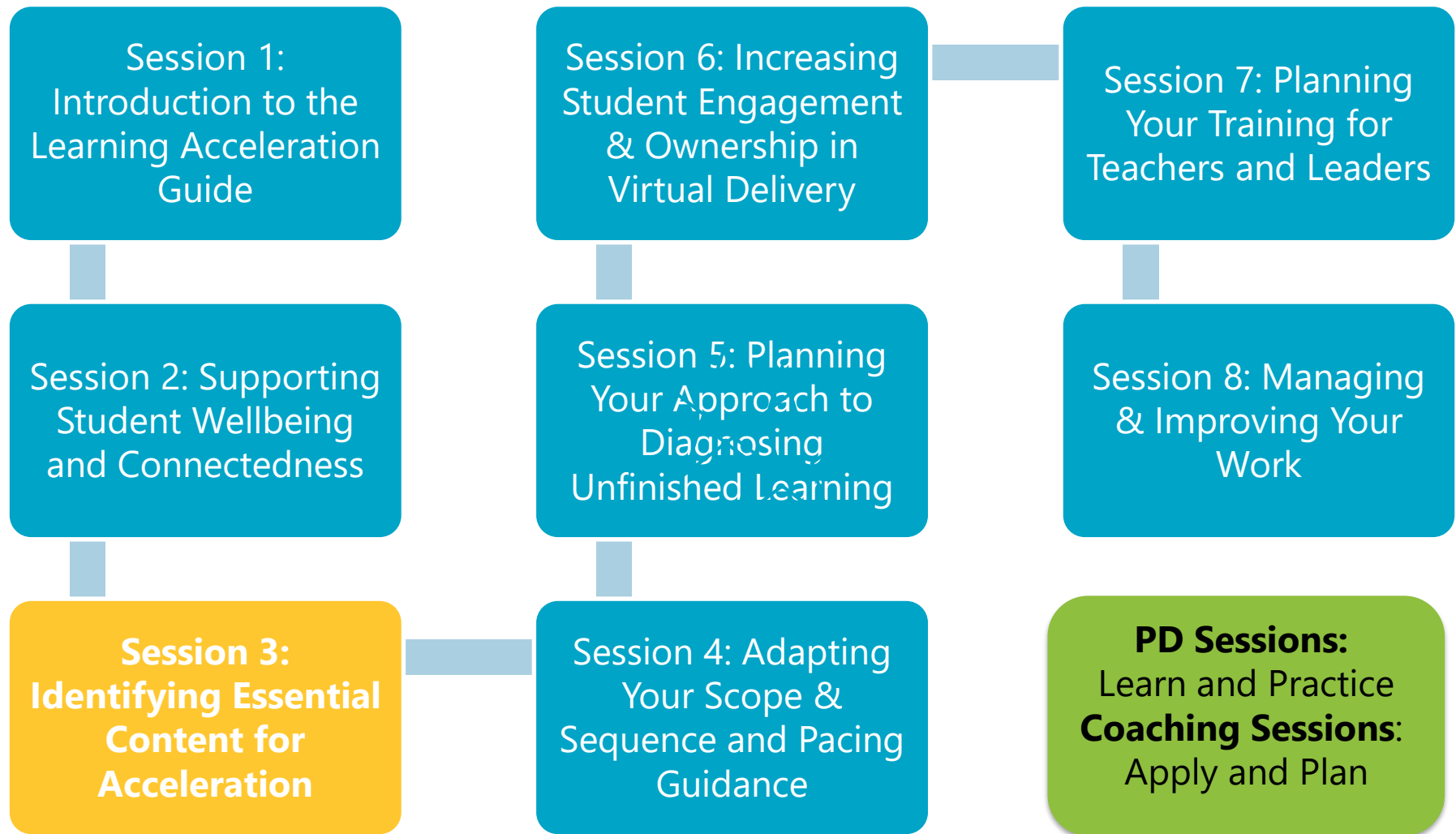


Mindful while using technology

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

Learn how to prioritize the most **critical content** for ELA and math.

2

Identify the **prerequisite knowledge**, skills, and academic vocabulary that students will need to access that grade level content.

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

Prioritizing the Most Critical Content

Identifying Prerequisite Knowledge, Skills, and Academic Vocabulary

Planning for Next Steps

Accelerated Learning versus Remediation



Remediation often focuses on drilling students on isolated skills that bear little resemblance to current curriculum.

Activities connect to standards from years ago and aim to have students master content from years past.



Accelerated Learning strategically prepares students for success in current grade-level content.

Acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of current learning.



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.



Read pages 6-7 of this document, outlining the purpose of the work itself.

SAP's English Language Arts Priority Instructional Content

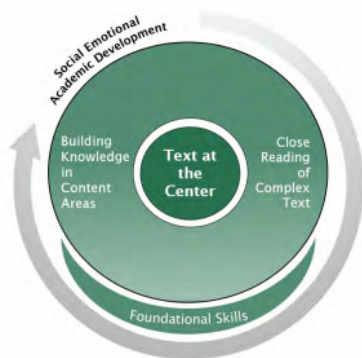


2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics

English Language Arts/Literacy Grade-Band Priority Instructional Content for the 2020-21 School Year¹⁸

There is no one reality students have experienced as they were out of school. Nor was anybody static. Everyone had experiences that will influence them and that they can draw from. Flexibility, creativity, and empathy—and above all else, knowing what students and their families have faced—are all key to serving our students well. This has always been true, but today's circumstances have allowed us to shine a spotlight on this truth in new ways. Yes, there will be plentiful stories of unresolved, unrelenting anxiety and heartache, but connected to those will be countless examples of students' valor, resilience, accountability to family, and chances to have absorbed vital life lessons. All students will come to school having learned, whether learning entrenched in academics or focused more squarely on pragmatic life lessons. All learning and experiences have value. All deserve respect and attention as we consider the approach to K-12 literacy instruction in 2020-21.

Time is a scarce commodity in educating students—now made more compressed by months of school closures. With greater variability in returning students' experiences, how can we best accelerate all students' learning, amplify what matters most, and foster students' social-emotional development? What should be the nucleus of daily instruction when the school year starts, regardless of varying school conditions? Whether school starts back with students learning in buildings, remotely, or through hybrid offerings, each of our students in every learning community needs to be engaged in college- and career-ready study. What's always been important is especially important now.



All students become proficient through deliberate practice. Practice means doing lots and lots of reading (on- and off-grade-level), combined with well-thought out instruction, to assist in understanding grade-level complex texts, while learning to express their meaning and import through speaking and writing along the way. A text-centered approach builds to students learning a lot about a lot and becoming confident, joyful readers.

The research base underpinning college- and career-ready standards in ELA/literacy provides a structure to approach instruction equitably and excellently in current conditions.

¹⁸ This document provides recommendations in English Language Arts/literacy, in these grade bands: K-1, 2-3, 4-5, 6-8, and 9-12. Where applicable, content implications across the disciplines (history/social studies, science, and technical subjects) are addressed.

STUDENT ACHIEVEMENT PARTNERS | [ACHIEVETHECORE.ORG](https://achievethecore.org)

61



Read pages 61-64 of this document, outlining the approach we'll take in English Language Arts.

Priority Standard – RI.1

Pick the **two** sentences that should be included in a summary of the passage.

- ☐ A bee traces a figure 8 while other bees touch her antennae.
- ☐ Bees are able to communicate with dance when the sun is in the sky.
- ☐ It takes several hours for a bee to communicate with other worker bees.
- ☐ Bees use patterns of movement to tell other worker bees how to find food.
- ☐ Bees dance to show other worker bees the direction of food but not how far away it is.
- ☐ Bees communicate by vibrating their wings, moving side to side, and turning in circles.

spacesuits over the years.

Part B

Which sentence from the text **best** supports your answer in part A?

- ☐ Ⓐ "The spacesuit protects the astronaut from the dangers of being outside in space."
- ☐ Ⓑ "Underneath the spacesuit, astronauts wear a Liquid Cooling and Ventilation Garment."
- ☐ Ⓒ "This suit is the Russian version of the EMU and is used for spacewalks."
- ☐ Ⓓ "Like the Advanced Crew Escape Suit, the Sokol is designed only to be used inside a spacecraft."

Share out responses.



What are your reactions to the ideas contained in this document?

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



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

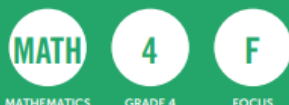
Connect content across grades so that students can **build new understanding onto foundations** built in previous years and link to major topics within grades.

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.

FOCUS: We know that the standards already prioritize content.

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.

Not all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the Standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Students should spend the large majority¹ of their time on the major work of the grade (■). Supporting work (□) and, where appropriate, additional work (●) can engage students in the major work of the grade.^{2,3}

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 4

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 4.OA.A ■ Use the four operations with whole numbers to solve problems.
- 4.OA.B □ Gain familiarity with factors and multiples.
- 4.OA.C ● Generate and analyze patterns.
- 4.NBT.A ■ Generalize place value understanding for multi-digit whole numbers.
- 4.NBT.B ■ Use place value understanding and properties of operations to perform multi-digit arithmetic.
- 4.NF.A ■ Extend understanding of fraction equivalence and ordering.
- 4.NF.B ■ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- 4.NF.C ■ Understand decimal notation for fractions, and compare decimal fractions.
- 4.MD.A □ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- 4.MD.B □ Represent and interpret data.
- 4.MD.C ● Geometric measurement: understand concepts of angle and measure angles.
- 4.G.A ● Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

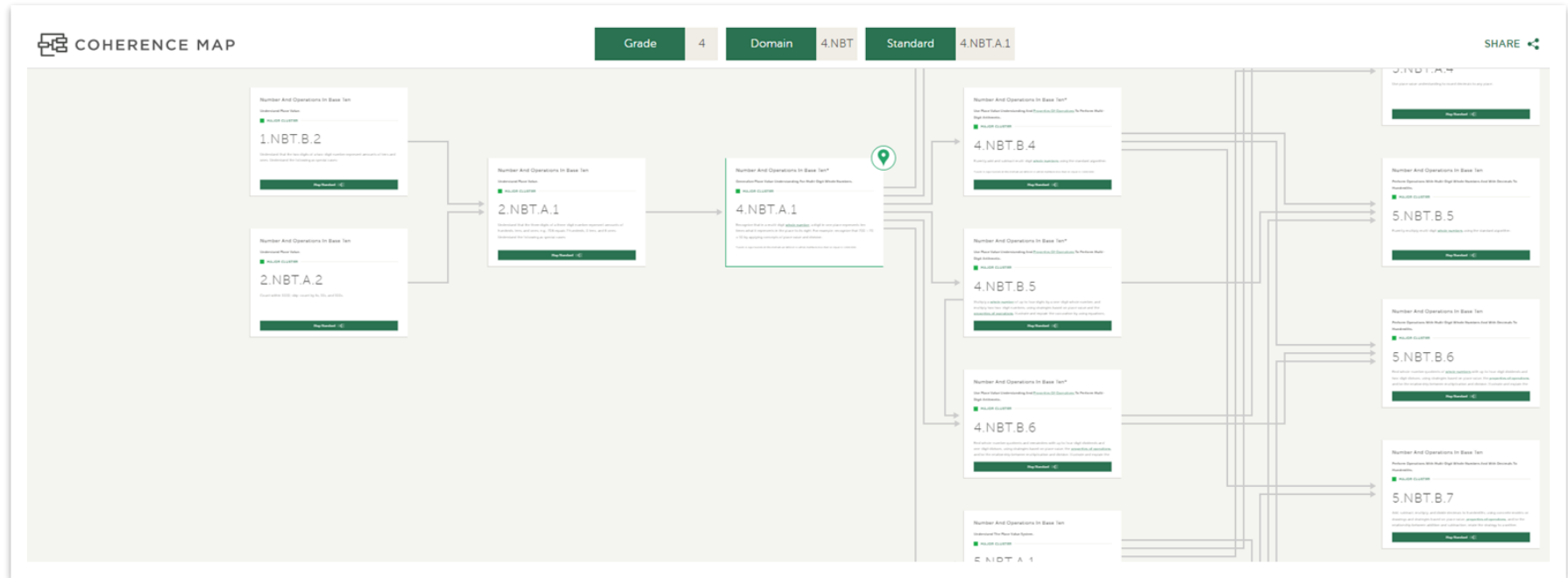
HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 4

4.NBT.B.4	Add/subtract within 1,000,000
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COHERENCE: We also know that the standards are coherently and strategically sequenced.



Curricula with crosswalks that prioritize the most critical content.



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 resources 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](#)

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

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Prioritizing the Most Critical Content

**Identifying Prerequisite Knowledge, Skills,
and Academic Vocabulary**

Planning for Next Steps



Read Text & Identify
Knowledge



Conduct Qualitative Analysis



Review SAP Guidance



Consider "Just In Time"
Supports

Quick orientation to the guidance by specific grade band



Grades 4-5 (pg. 86)

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

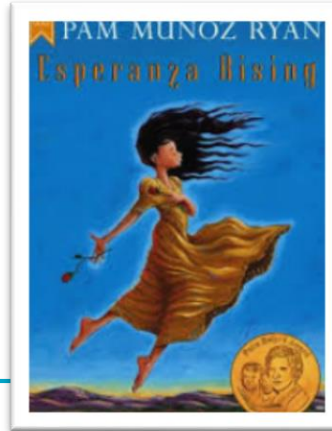
Regular Close Reading of Grade-Level Complex, Anchor Texts

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,²⁹ 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.

Steps 1 and 2



Read Text & Identify
Knowledge

Conduct Qualitative Analysis

Review SAP Guidance

Consider "Just In Time"
Supports

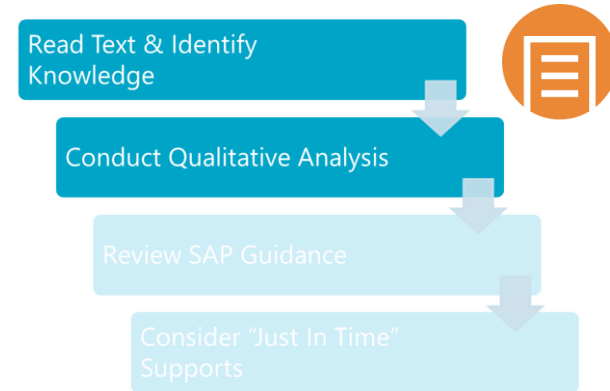
To deeply understand *Esperanza Rising*, fourth grade students might need to build their knowledge of:

- Mexican history
- Great Depression/life in the 1930s
- Life of migrant workers
- Use of metaphors to convey complex ideas

To help students experience success with this grade-level text, a teacher could:

- Integrate non-fiction texts/media to supplement anchor text
- Use an interactive map to track journey
- A symbolism tracker

Share your responses.



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?

5 Minute Break

Back at 10:20

Step 3

Read Text & Identify
Knowledge

Conduct Qualitative Analysis

Review SAP Guidance

Consider "Just In Time"
Supports



Meaning/ Knowledge

Sequences of Text-
Specific
Questions and Tasks
(RI.1/RL.1)

Frequent Evidence-
Based
Discussions **(SL.1)**

Regular Evidence-
Based
Writing **(W.9)**



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?

Share your responses.



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Identifying Prerequisite Knowledge, Skills, and
Academic Vocabulary

Planning for Next Steps



What did you learn from this process? Share new insights or changed thinking.

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

Share out next steps.



What's one question you still have and one next step you will take out of this session?

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Please share your feedback.



Help us help you!

Feedback link provided in handout and in chat

Connect with us.



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