

Prioritizing Learning Amidst COVID: Essential Guidance for Schools and Parents

September 8, 2020

The Campaign for
**GRADE-LEVEL
READING**

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Priority Instructional Content & Family Guides ELA & Mathematics

The Campaign for Grade Level Reading Webinar
September 8, 2020



Student Achievement Partners (achievethecore.org)

- Our **mission**: to design and take actions based on evidence that substantially improve student achievement.
- Our **equity vision**: a nation in which all students experience rigorous standards-aligned instruction from kindergarten through high school graduation.
- Our **five-year goal**: to significantly impact ELA/literacy and mathematics outcomes for more than half of K-12 students nationally, with a particular focus on students who face barriers of racism or poverty.

Key Shifts in Math



Focus strongly where the standards focus.



Coherence: Think across grades and link to major topics within grades.



Rigor: In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Key Shifts in ELA/Literacy



Complexity: Practice regularly with complex text and its academic language.



Evidence: Ground reading, writing, and speaking in evidence from text, both literary and informational.



Knowledge: Build knowledge through content-rich nonfiction.

Seek Common Ground (seekcommonground.org)

- **Our Mission:** Seek Common Ground (SCG) serves independent state- and community-facing organizations and promotes consensus-driven coalition building by honoring local agenda setting with those most impacted by education policy and practice (students, families, educators, communities) in order to drive sustainable educational excellence and equity.
- Through its **Action Accelerator** model, SCG creates Learning Communities, linking the power of independent groups together through regular routines and communication and directing expertise and resources to organizations.
- **We believe** we can improve the educational prospects for all children by respecting diverse viewpoints, embracing dialogue and promoting promising policies, practices, and strategies created by those most impacted.

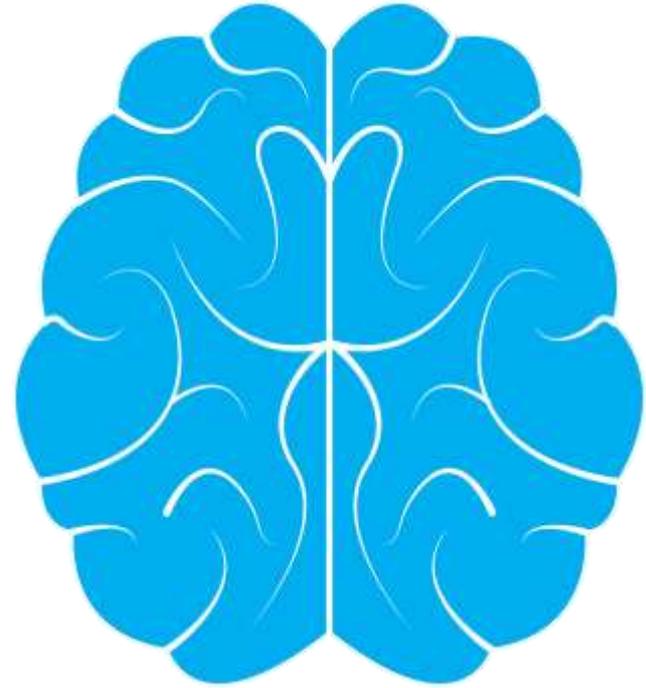
Why create the Priority Instructional Content?

School Year 2020-2021

- This will be a challenging year for educators, students, and families
- The model of returning to school is uncertain
- Lots of concerns about learning loss from previous school closure
- Important to look ahead rather than remediate the deficiencies of the past
- There is a risk that school systems will broaden inequities that have always existed
- Educators have an enormous amount of work ahead of them

Why create the Priority Instructional Content?

- Amplify what instructional content matters most
- Accelerate all students' learning
- Hold high expectations for all students
- Foster students' social-emotional development



What is the Priority Instructional Content?

**Strategic
choices about
which content
to prioritize.**

- Focus of instruction for mathematics (K-12) and ELA/literacy (K-12)
- For 2020-2021 school year
- Leverages structure and emphasis of college- and career-ready standards
 - Prioritizes within Major Work
 - Consistent with Instructional Shifts

Who is the intended audience for the Priority Instructional Content?



Publishers: Design modifications for SY 2020-2021



State agencies: Support district decision making.



District leaders: Modify existing plans and resources. Create equitable instruction & structures.



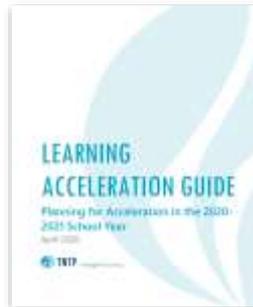
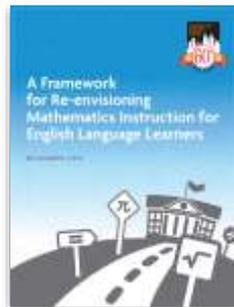
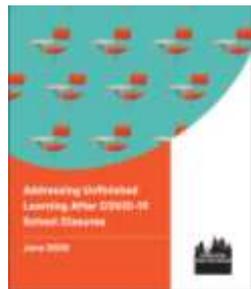
PL Providers: Design aligned modifications for SY 2020-2021

Build from Priority Instructional Content to ensure the work you do supports coherent and equitable teaching and learning.

What the Priority Instructional Content Leaves Out

Context and local knowledge matters

- Designing and implementing a school reopening model
- Instructional supports and scaffolds for all learners
- Systematic SEAD development for teachers and students
- Best practice for school operations during SY 2020-2021



Overview: Math

For every grade-level...

Where to focus Kindergarten Mathematics?

CCSS WHERE TO FOCUS KINDERGARTEN 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 receive greater emphasis than others based on the depth of the content, the skills that may take to master, and/or their foundational role in mathematics for the domain of language and/or age.

To say that some things have greater emphasis is not to say that anything in the Standards can safely be neglected or minimized. Anything in the Standards will have value in helping the child understand a full range of mathematical phenomena in the challenges of a real world.

Considerations for Addressing **PRIORITY** Grade-Level Content

The clusters and standards listed in this table name the priority instructional content for kindergarten. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.

Clusters/Standards	Considerations
--------------------	----------------

K.CC.A

Considerations for Addressing **REMAINING** Grade-Level Content

The clusters and standards listed in this table represent the remainder of kindergarten grade-level content. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.

Clusters/Standards	Considerations
--------------------	----------------

K.NBT.A⁶

Facilitate **Social, Emotional, and Academic Development (SEAD)**⁷ Through Grade-Level Content

The left-hand column contains sample actions for how SEAD can be effectively integrated into grade-level mathematics instruction, in connection with Standards for Mathematical Practice named in the right-hand column. Efforts should be made to facilitate SEAD even in remote learning environments, using synchronous and asynchronous approaches and the capabilities afforded by remote learning technologies.

Sample Actions	Connection to Standards for Mathematical Practice (SMP)
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Overview: ELA/Literacy

“...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.**”

Priority Instructional Content, p. 61



Focus on Standard that Represent the Major Work of ELA/Literacy Instruction

K -3: Teach Students to Read

K -12: Keep Grade-Level Complex Text at the Center of Reading, Writing, Speaking and Listening, and Language Instruction

K - 12: Build Knowledge Through Reading, Writing, and Speaking about Topics Across Content Areas

Family Guides

Family Guides: Supporting Learning in the 2020-21 School Year

ABOUT THIS GUIDE

Parents and caregivers have always wanted to know more about what their child is learning in school. And all families are their child's first—and most important—teachers.

These times, because of the COVID-19 pandemic, children are often learning at home. It's a challenge for all of us. Family members, grandparents, and other caregivers are all pitching in to help children learn. So we include all those important people when we talk about how "teachers" can help kids.

This guide was developed so families can understand the most important mathematics and literacy content and skills students should learn in each grade level. Of course, students will be learning in other subjects too, but math and literacy are important building blocks for everything else. There is so much more that's important to a child's healthy development, but these guides are focused on academics.

GRADE K



THIS GUIDE INCLUDES

- **What Your Child Should Know & Be Able to Do** – What experts say is the most important content (knowledge and skills) for students to learn in each grade.
- **Everyday Activities to Support Learning** – We've included some ways you can help your child learn important content and skills in math and literacy.
- **Education Words** – Sometimes, you'll hear educators use a word that has a specific meaning in schools. Understanding those terms will help you speak the same language.
- **Tips for Talking with Teachers** – How you and the teacher can work together to help your child achieve.
- **Tools and Resources to Help** – We've chosen a few (but not too many!) internet resources that best match each grade's content.



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MATHEMATICS

WHAT YOUR CHILD SHOULD KNOW AND BE ABLE TO DO



Throughout the school year, kindergarten students will spend the most time working on the following topics. They should understand them well by the end of the year.

- Counting objects to tell how many there are. Begin with counting to 10. By the end of the year, children should be able to count to 100.
- Comparing two groups of objects to tell which group, if either, has more. (Group size of up to 100.)
- Comparing two written numbers (between 1 and 10) to tell which is greater.
- Acting out addition and subtraction word problems. Drawing pictures to represent the problems.
- Adding with a sum of 10 or less. Subtracting from a number 10 or less.
- Adding and subtracting very small numbers quickly and accurately ($3 + 1$).



EVERYDAY ACTIVITIES TO SUPPORT LEARNING

- Gather small similar items to create a "counting collection." Have your child count the items out loud. ("One raisin. Two raisins.") You can use any small object you have at home.
- Ask your child "how many?" questions about no more than 20 of the items. ("How many raisins are in this pile? How many in that pile?")
- Split the collection into two groups to ask greater than/less than/equal to questions. ("Are there more raisins in this group or that one?")
- Ask your child to count objects into piles of 10 objects. Then practice counting by 10 to 100 (10, 20, 30...100).



LITERACY

WHAT YOUR CHILD SHOULD KNOW AND BE ABLE TO DO



Throughout the school year, kindergarten students will spend the most time working on the following topics. They should understand them well by the end of the year.

Learning to read:

- Playing with language, rhyming, clapping out or counting syllables. Identifying beginning, middle, and end sounds in spoken words.
- Naming all upper- and lower-case letters. Matching those letters with their sounds. Printing them legibly.
- Matching letters and sounds to sound out and write simple words. Focus on the most common consonant and short vowel sounds. (This may include **inventive spelling** for writing.)
- Reading and rereading **decodable** words and sentences in simple texts so the reading is smooth.

Talking and writing about topics and texts:*

- Asking and answering questions about stories and texts read aloud. (Children may need some prompting.) Retelling what happened. Showing how they know.
- Figuring out the meaning of unknown words by using pictures, context, glossaries, etc. (Children may need support with pronunciation.)
- Showing something new they have learned from text or about a topic. This can be in lots of ways: speaking and conversation, illustrations, letters, journals, stories, posters, or sentences on the page.
- Using a combination of drawing, dictating, and writing to answer a question or describe an event or topic from a text. Children may use simple sentences and some inventive spelling.

**The texts used for this purpose are often read aloud since they are more complex than the child could read alone. But texts children can read for themselves (with support as needed) may also be used.*



EVERYDAY ACTIVITIES TO SUPPORT LEARNING

- Read aloud to your child for 20 minutes each night. Talk about what is happening. Ask what they are learning.
- Pick a topic to learn about together. Read books, look online, do things together. You can help your child develop a love of learning.
- Play sound games with your child! Pick a letter sound to start as many words as you can in a sentence ("My mom makes me move..."). Make silly words ("big," "boom," "bop," "biz," "baz"). Clap out syllables. Sing songs together and call out the rhyming words.
- Identify the sounds in the beginning, middle, and end of spoken words. Separate words into their sounds (/b/ /e/ /t/). Then blend them back together ("b-a-t bat!").
- Have your child help with real-world writing. Use starting sounds. Then add ending or middle sounds. ("Let's start the grocery list. What letter should you write to help me remember to buy milk?")



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EDUCATION WORDS



Sometimes, you'll hear educators use a word that has a specific meaning in schools. Understanding those terms will help you speak the same language!

Decodable text

Decodable texts use words that build on letters and sounds that children have already learned. A child who can read "bat" and "cat" would then see the word "hat." A book like *The Cat in the Hat* includes decodable text.

Inventive spelling

Spelling a word using spelling attempts based on sounds that the child knows to represent each sound. Accurate spelling is less important than ensuring that your child is using what they have been taught, and building up their ability to sound out words when writing.

Phonemic awareness

The ability to identify and play with individual sounds in spoken words.

Phonological awareness

The ability to recognize that spoken words are made up of individual sound parts.

Reading level

Teachers often determine the grade level at which a student is reading. But sometimes, children are then limited to reading texts at that level (typically a letter or number). This practice is one to be wary of, particularly if children are limited to reading only texts that are below the grade level goals, or texts that aren't decodable and don't match their phonics instruction.

Sight words

Sight words are any words that a child can read automatically.



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TIPS FOR TALKING WITH TEACHERS (continued)

Literacy

- What letters and sounds should my child have mastered at this point in the year? Has my child mastered these sounds? Does my child have a chance to read texts that help them practice decoding sounds they are learning? Be sure to talk about what you are seeing at home when you are helping your child.
- What topics are children learning about through reading? What should my child be able to understand and talk about as a result of what they have read?
- Is my child able to talk, draw, or write in ways that show you they understand what they are reading and learning about? If not, what challenges are they facing?
- What kind of book(s) is my child reading during independent reading? Are they limited to a specific reading level?



TIPS FOR TALKING WITH TEACHERS

Math

- What topics are children learning about in mathematics?
- Ask for specific updates on how your child is progressing in their understanding of the key content of the grade.
- What should my child be able to understand and talk about as a result of what they have learned?
- Is my child able to demonstrate to you that they understand what they are learning about? If not, what challenges are they facing? How can I help?



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TOOLS AND RESOURCES TO HELP



Math

- A short video story that uses items found in nature to practice subtraction
<https://www.youtube.com/watch?v=Vq2OwlsjXk&feature=youtu.be>
- Cards that help children tell the number of objects in a set quickly, without counting
<https://earlymath.erikson.edu/quantity-cards/>
- A quick, fun game for math practice with numbers up to 20
<https://mathforlove.com/lesson/save-twenty/>
- Memory game with a twist, finding pairs that add up to 5, 10, or another target number
<https://mathforlove.com/lesson/sum-memory/>
- Tasks for a variety of math topics at the kindergarten level
<http://tasks.illustrativemathematics.org/content-standards/K>



P 05

TOOLS AND RESOURCES TO HELP (continued)



Literacy

- How to teach sight words
<https://www.literacyworldwide.org/blog/%2Fliteracy-now%2F2016%2F06%2F23%2Fteach-l%2Fsight-words-rdquo-as-you-would-other-words>
- How to help your child read and understand
<https://www.pacer.org/pdf/ge/GE-3.pdf>
- These resources include downloadable texts and resources for beginning readers
<https://www.readingrockets.org/article/decodable-text-sources>
- What does success in first grade reading look like by the end of the year
<https://www.greatschools.org/gk/grades/1st-grade/>
- What kindergarten writing samples look like from the start of the year to the end
<https://www.greatschools.org/gk/category/milestones-topics/writing-samples/>



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Draft Family Guides

(Tell Us What You Think, Take Our Survey Below)

Seek Common Ground and Student Achievement Partners have created Family Guides to help parents, grandparents, caregivers, friends – anyone helping a child to learn in the 2020-21 school year – learn more about what children should know and be able to do, grade by grade, in math and literacy. Other academic subjects are important too, but math and literacy are the building blocks for everything else, so these guides focus just on those subjects.

Being in school during the Covid-19 pandemic is tough on kids and families and it is our hope that these guides will make it just a little easier by providing information on the most important things students should be learning, how you can reinforce learning with everyday activities, tips for talking to teachers, and online resources that match the most important content. These guides are meant for everyone – no matter what school looks like your family this year and where it's happening.

To make the guides as useful as possible, we'd love to hear from you! Please review at least one of the guides on this page and complete the survey below.

Click the icons below to view the Family Guides for each grade level.



EXIT



Family Guides Feedback Survey
(English)

*1. First, tell us which grade—or grades—you reviewed

Kindergarten

powered by  SurveyMonkey

Create your own user feedback survey

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seekcommonground.org/family-guides



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Reach out!

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- Amy Briggs, Student Achievement Partners, ABriggs@studentsachieve.net
- Stacy Wetcher, Student Achievement Partners, SWetcher@studentsachieve.net
- Sandy Boyd, Seek Common Ground, Sandy@seekcommonground.org
- Christina Cover, Seek Common Ground, Christina@seekcommonground.org



Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars:

LEARNING LOSS RECOVERY WEBINAR

PBS Unlocks Digital Learning in Science With *Elinor Wonders Why*

Tuesday, September 8, 3 p.m. ET/12 p.m. PT

LEARNING LOSS RECOVERY WEBINAR

Ask The Teacher(s): What Success Could Look Like

Tuesday, September 15, 3 p.m. ET/12 p.m. PT

Please join us!

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