Overview of content-specific guidelines

INSTRUCTION PARTNERS

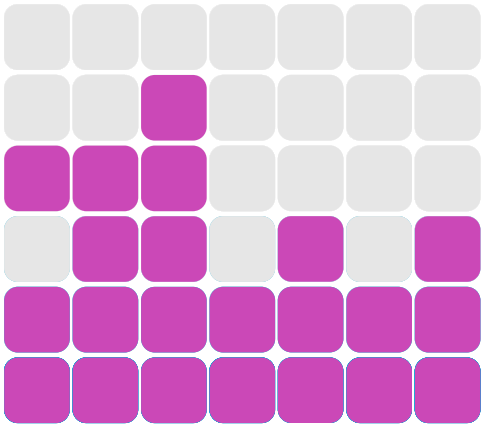
Move forward into grade-level content while embedding support for:

- load-bearing prerequisites in **math**
- fluency, vocabulary, knowledge, and syntax in **reading comprehension**
- the progression of core ideas in **science**

Continue grade-level skill progression in **reading foundations**

and

Go back to achieve proficiency on missing skills



Effectively supporting unfinished learning through Tier 1 instruction requires a nuanced understanding of both priority content as well as how children learn that particular content. Educators must understand the prerequisite skills and knowledge students need to be able to access grade-level content, and what skills and knowledge can be taught through, or alongside, grade-level content.

Math

Prioritizing content	Unit/Module	Lesson
Year-long guidance • Ensure that teachers have a strong understanding of the arc of the year. • Set clear purpose, function, and use expectations around the arc of the year. • Prioritize content to create feasible time for addressing unfinished learning. • Identify the number of available flex days, if any. • Provide guidance on the strategic placement of flex days with clear expectations on planning for and using these days. • Establish accountability points (e.g., breaks, interims, unit launches) to realign to the arc of learning. **Unit guidance** • Understand the story of the unit/module. • Identify the load-bearing walls for the key work of the unit. • Identify pre-assessment items.	• Understand the story of the unit/module. • Develop the concept(s) and the visual model/ representation(s) of the unit/module. • Determine the problem-solving strategies used in the unit/module. • Return to the assessments to develop the visual model/representation(s) and strategies that students may use for each assessment question. **Unfinished learning considerations** • Review student work from the pre-assessment. This reveals which load-bearing concepts and strategies students know and which will need support in order for students to be able to access the grade-level content. • If students need support to access the grade-level content, plan to use the newly created time to support access via a bridge task, a mini lesson, or a full lesson. • Understand the problem solving strategies used within the unit/module.	• Articulate the goal of the lesson. • Do the math of the lesson and formative assessments. • Determine the learning steps to build toward the learning goal. • Determine the scaffolding needed to promote access to grade-level learning. **Unfinished learning considerations** • Leverage pre-unit assessment data to plan how to use the allotted extra time to support unfinished learning.

Reading comprehension

Prioritizing content	Unit/Module	Lesson
Part I: Seat time vs. curriculum material • Identify the pacing of each module vs. the actual seat time available. **Part II: Curriculum audit** • Review the publisher's guidance to determine if module 1 is required to establish the learning routines and procedures necessary in future modules. • Review the knowledge story for each module. • Review the texts for each module. • Review questions, tasks, and assessments. • Examine the distribution of modes of writing across modules. • Prioritize modules with scientific or historical texts if there is no other dedicated time. • Determine whether future grade levels depend on the knowledge built in a particular module in this grade level. • Identify the modules that students and teachers have been particularly invested in. • Avoid omitting modules that include a standard only addressed once during the school year. **Part III: Aligning pacing to meet the needs of students** • Make strategic decisions about which modules to prioritize and which to compress or omit.	• Orient to the unit/module at a high level. • Orient to the assessments at a high level. • Select an anchor text and engage in a text chat with your colleagues. • Determine which pedagogical strategies are needed to promote access to grade-level learning. **Unfinished learning considerations** • Determine which of the four critical elements of literacy instruction (i.e., background knowledge, fluency, vocabulary, syntax) can be planned for during module/unit internalization and which ones will be planned for during lesson preparation.	• Read and know the text well. • Start with the end goals in mind. • Uncover misconceptions and determine necessary scaffolding. • Establish how you will check for understanding. • Analyze the learning activities. • Determine the timeline. **Unfinished learning considerations** • Determine which of the four critical elements of literacy instruction (i.e., background knowledge, fluency, vocabulary, syntax) can be planned for during modul/unit internalization and which ones will be planned for during lesson preparation.

Science

Prioritizing content	Unit/Module	Lesson

• Schedule daily science instructional time for K–12 students.
• Audit and adjust curricular materials to ensure:
  ○ materials support students in figuring out observable, relevant phenomena rather than learning about science topics;
  ○ the science ideas support students' explanation of the phenomena; and
  ○ the incorporated phenomena connect to students' personal experiences, are culturally and/or community relevant, and are considered through an equity lens.
	• Identify the anchoring phenomena of the unit.
	• Determine the progression of science ideas that support students in explaining the phenomena.
	• Make phenomena observable.
	• Elicit student thinking to determine current understanding.
	• Integrate tasks within units to address any gaps in understanding.
	• Prioritize tasks where students engage in scientific practice.
	
	Unfinished learning considerations
	• Identify the prerequisite science ideas students need to access the grade-level content introduced in the unit.
	• Listen for those ideas as students make predictions and initial explanations of the anchoring phenomena.
	• When tasks need to be integrated to address foundational ideas, strive to maintain the coherence of the unit by supporting students in making explicit connections between the science ideas learned and the anchoring phenomena.
		• Identify the investigative phenomena of the lesson.
		• Summarize the key science idea(s) students will learn.
		• Determine how activities support understanding of key science idea(s).
		• Determine the instructional strategies that support student engagement in scientific practice and reasoning.
		• Identify formal and informal opportunities to assess student progress toward key science ideas.
		
		Unfinished learning considerations
		• Consider and attend to barriers to access, such as unfamiliar technical scientific vocabulary or lack of experience with a specific scientific practice.
		• Identify strategies to support students in making sense of evidence gathered during integrated tasks and connect that learning back to the lesson's learning goal.
		• Use student discussions, questions, explanations, and/or models throughout the lesson to determine whether students need additional support around foundational prerequisite ideas.

Supporting reading foundations

We are currently engaged in a multi-year learning pilot to research and create resources for strengthening early literacy instruction. Our resources for supporting reading foundations include guidance and tools to help leaders and teachers reimagine how they center early literacy instruction to accelerate students' development of foundational reading skills. Explore our resources below and subscribe to our mailing list to receive updates on our early literacy work.

Addressing unfinished learning guidance
This blog post and video walk through how to support unfinished learning in foundational reading skills.

Essential Practices in Early Literacy
These five essential practices help leaders reimagine how to lay the foundation for developing strong readers.

System diagnostic
This document is designed to support leaders in reflecting on how the essential practices are currently implemented in their systems and to measure their growth over time.

Observation tool
This tool outlines a set of indicators describing the instructional content, teacher actions, and student engagement indicative of excellent teaching and learning of reading foundational skills.

Coaching template
This template can be used as a note catcher for coaches as they observe classroom instruction, identify trends, and prepare for next steps in coaching and training.

Coaching guide
Aligned with the Foundational Skills Classroom Observation Tool indicators, this guide contains coaching look-fors and guiding questions to support coaches as they observe classroom instruction, identify trends, and prepare for next steps in coaching and training.

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