



Prioritizing Math Content

Year-long guidance

Rationale

Researchers estimate that students will enter the 2021–22 school year having lost between six and ten months of learning due to the inconsistencies of school closings during the pandemic. Though school leaders emphasize the importance of building access points to Tier 1 instruction for all students, there will be prerequisite mathematics standards that require additional time to develop fully. Therefore, school leaders may want to adapt scopes and sequences to allow flexibility for surfacing and addressing unfinished learning needs.

Intended purpose

To guide individuals through the process of prioritizing math content for the upcoming school year using high-quality instructional materials. This two-part approach includes year-long guidance and unit-/module-level guidance. We used curricular guidance, Student Achievement Partner’s 2020–21 guides for [K–8](#) and [high school](#), and ANet’s [Important Prerequisite Math Standards](#) to create this process, however you can leverage additional guidance (such as state testing guidelines) to help you through the process.





Steps	Description	Outcome
Understand the story of the year.	<p>Read the introduction to the grade level to understand the key learning of the grade level.</p> <ul style="list-style-type: none">• Kindergarten• Grade 1• Grade 2• Grade 3• Grade 4• Grade 5• Grade 6• Grade 7• Grade 8	Notes on the main learning of the grade level.
Identify where priority content lives in the story.	<p>Identify major work of the grade.</p> <ul style="list-style-type: none">• Grade K–8 Focus Documents (CCSS) <p><i>Note: Depending on your state’s standards, you may have to use a crosswalk doc.</i></p> <p>Identify the units/modules that focus on the major work of the grade.</p>	<p>A list of standards for each module/unit that differentiates between the major, supporting, and additional work of the grade.</p> <ul style="list-style-type: none">• A list of prioritized units/modules.• A list of non-prioritized units/modules.





Make more time in the units where the priority content is the heaviest.

Use curriculum considerations and SAP 2020–21 Guidance to make decisions about units/modules.

- [2020-21 Priority Instructional Content in ELA and Math](#)
 - Kindergarten: Pages 15–16
 - Grade 1: Pages 19–21
 - Grade 2: Pages 24–26
 - Grade 3: Pages 29–31
 - Grade 4: Pages 34–36
 - Grade 5: Pages 39–41
 - Grade 6: Pages 44–46
 - Grade 7: Pages 49–51
 - Grade 8: Pages 54–56
- [2020–21 Support for Instructional Content Prioritization in High School Mathematics](#)

This guidance should aid in making decisions about increasing and decreasing instructional days or moving the placement of modules/units.

- [EngageNY Module Overviews](#)
- [IM Resource HUB](#)

Note: Focus on decreasing days in non-prioritized modules and increasing days in prioritized modules.

- The number of days prioritized modules will increase.
- The number of days non-prioritized modules will decrease.
- A decision about the movement of units/modules to increase instructional days and maintain coherence.

