



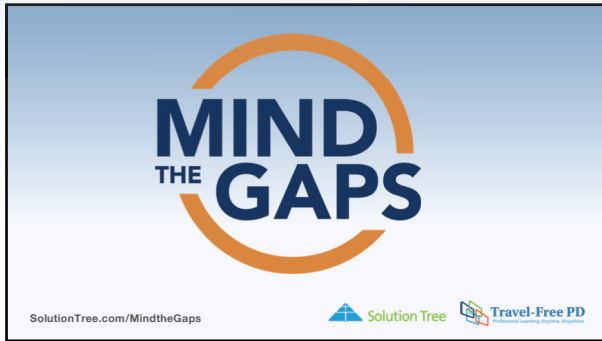
**MIND**  
**THE GAPS**

**WEBINAR SERIES**

**Webinar 2:**

*Yes We Can and We Must*

**May 20 and 21, 2020**



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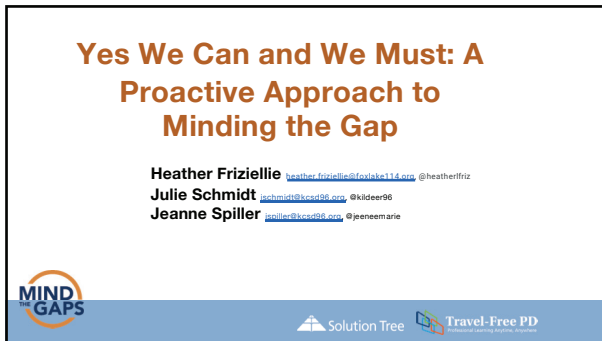
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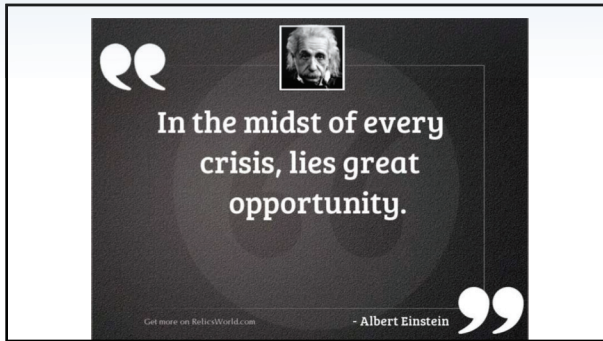
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### We CHOOSE.... (consciously or not)

At every level of the education sector, adults make daily choices that perpetuate a cycle of inequity and mediocrity in our schools:

- We choose to let many students do work that's far below their grade level.
- We choose to leave teachers without the skills and support they need to give all their students access to high-quality academic experiences.
- We choose, in essence, which students are more deserving of reaching their goals.
- We can choose to upend the opportunity myth.

**And that was BEFORE the current reality hit!**

[https://www.researchgate.net/publication/321727207\\_The\\_Opportunity\\_Myth\\_Web.pdf](https://www.researchgate.net/publication/321727207_The_Opportunity_Myth_Web.pdf)

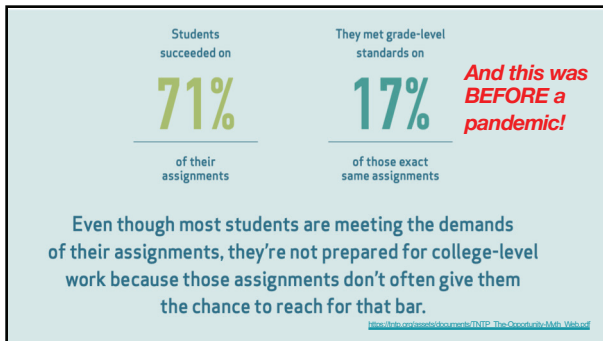
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### The NOW! Current Reality

Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly **70% of the learning gains in reading** relative to a typical school year.

However, in **mathematics**, students are likely to show much smaller learning gains, returning with **less than 50% of the learning gains**, and in some grades, nearly a full year behind what we would observe in normal conditions.

[https://www.researchgate.net/publication/321727207\\_The\\_Opportunity\\_Myth\\_Web.pdf](https://www.researchgate.net/publication/321727207_The_Opportunity_Myth_Web.pdf)

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### The Time is NOW...

The main message from this research is we're in a moment.

This won't be back-to-school as normal.

We must determine what we want school to look like when we return to in-person learning now *and prepare for it.*

<https://www.researchgate.net/publication/342499000/figure/fig/4c6d3330b422044f>

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### Today's Focus

What **Preparing NOW** looks like:

- Consider the necessity of focused collaboration for ALL students.
- Examine what is truly essential to ensure success in grade-level expectations.
- Consider how to gather the information needed NOW.
- Experience a protocol that guides instructional discussion and planning that considers needed prerequisite skills.




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### Collaboration: What to consider and plan for NOW

Reimagine the **master schedule**

- Create a master **schedule** that ensures general and special educators have access to each other for **regular pre-instruction conversations**.
- Consider the **assignment** of special education caseloads to allow special education teams to ...
  - 1) have access to general education conversations/meetings;
  - 2) have time with each other (related services, etc.) to plan instruction, design data-collection protocols, monitor progress, etc.

How can we continue to have efficient and focused conversations by putting people together to have collaborative discussions in the future virtually? (Related service providers, staff that share buildings, etc.)

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### Collaboration: What to consider and plan for NOW

- Articulate** with general education teachers and teams regarding **proactive scaffolding** regarding student strengths and gaps that are developing now and likely over the summer months.
- Engage in data-driven collaborative conversations to **monitor student progress** and make instructional adjustments.




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### Time to "Settle the Ball"

Settle the ball so we can position it, see the field, decide where to go next.

#### 2 Steps for Settling the Ball

1. Move from fear, anxiety, and scarcity to proactively developing a strategy with solid information.
2. Devise a Gap Plan  
COLLABORATIVELY--general and special educators partnering together!

Adapted from Unlocking Us Podcast, with Brené Brown (2020)



### Move from fear, anxiety, and scarcity to proactively developing a strategy with solid information

**Fear and Anxiety:** The gap is even bigger now; we will never be able to make a difference for these students now!

**Scarcity:** We don't have all the facts yet, the resources, or the time to do what we need to do for these students. Some of them are 3 or 4 grade-levels behind.



**Proactive Thinking:** Yes, we are likely dealing with a larger gap, so let's put our heads together and devise a plan so our students get what they need. Yes, there are a lot of challenges and roadblocks, but we can overcome them together. *Let's gather the information we need to develop a solid plan.*

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Have you considered how to build collaboration into your master schedule?

Are you in fear/anxiety/scarcity or proactive thinking?



### Steps for Devising a Gap Plan

#### NOW

**Step 1:** Get clear on current status (Flash Back)

**Step 2:** Get clear on most important immediate prerequisite skills (Flash Forward)

#### FALL

**Step 3:** Commit to a collaborative pre-instruction protocol (Discussion and learning progression)

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### Devise a Gap Plan: The NOW

#### Step 1: Get Clear on Current Status

- Thoroughly examine currently existing data (progress monitoring data, standardized assessment data, student grades, reading levels, etc).
- Gather more recent, updated data if necessary.
- Identify the standards that were prioritized during remote/eLearning at each grade/department.

**This may require a teacher-by-teacher audit to determine ...**

- 1) how time was allocated, student-by-student audit regarding participation in remote learning.
- 2) the standards you are most concerned about students having NOT mastered heading into 2020-21.

- Share all of the above with the next grade level, using a simple format.

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### NOW

#### Step 1: Get clear on current status (Flash Back)

**FLASH BACK**

C O N T E N T  A R E A	<b>Current Teachers:</b> Which priority standards are you MOST concerned about students struggling with going into the next grade level or course by subject area, including SEL.	<b>Case Managers and Related Services:</b> Lack of progress towards which IEP goals are you MOST concerned about going into next year?
	NO MORE THAN 3 PER CONTENT AREA!	NO MORE THAN 3!

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### So Important That ...

- You'll spend a lot of time teaching it.
- You'll spend time assessing it.
- You will have data-driven conversations about it.
- You'll intervene on it.
- A student can't move on without it.




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### NOW

#### Step 1: Get clear on current status (Flash Back)

#### Step 2: Get clear on most important immediate prerequisite skills (Flash Forward)

**FLASH FORWARD**

<b>Receiving Teachers:</b> What are your MOST essential standards within each course/content area?	<b>Receiving Teachers:</b> Which immediate prerequisite skills and concepts will be most important to include in your pre-instruction planning to ensure students can reach grade level proficiency?

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**NOW**  
**Step 1:** Get clear on current status (Flash Back)  
**Step 2:** Get clear on most important immediate prerequisite skills (Flash Forward)

	FLASH BACK	FLASH FORWARD		
C O N T E N T  A R E A	<b>Current Teachers:</b> Which priority standards are you MOST concerned about students struggling with going into the next grade level or course by subject area, including SEL.	<b>Case Managers and Related Services:</b> Lack of progress towards which IEP goals are you MOST concerned about going into next year?	<b>Receiving Teachers:</b> What are your MOST essential standards within each course/content area?	<b>Receiving Teachers:</b> Which immediate prerequisite skills and concepts will be most important to include in your pre-instruction planning to ensure students can reach grade level proficiency?
	<b>NO MORE THAN 3 PER CONTENT AREA!</b>	<b>NO MORE THAN 3!</b>		

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**NOW--2nd and 3rd Grade Articulation Example**

	FLASH BACK	FLASH FORWARD	
R E A D I N G	<b>Current Teachers:</b> Which priority standards are you MOST concerned about students struggling with going into the next grade level or course by subject area, including SEL.	<b>Case Managers and Related Services:</b> Lack of progress towards which IEP goals are you MOST concerned about going into next year?	<b>Receiving Teachers:</b> Which immediate prerequisite skills and concepts will be most important to include in your pre-instruction planning to ensure students can reach grade level proficiency?
	<b>NO MORE THAN 3 PER CONTENT AREA!</b>	<b>NO MORE THAN 3!</b>	

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**Decide What Is Essential from the Essential- Then Discuss**

**FLASH BACK:** 2nd grade expressed that the following essential standard should be reviewed by 3rd grade next year to ensure mastery:

**RL.2.1:** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

**FLASH FORWARD:** 3rd grade identified using text evidence to answer questions about text to demonstrate understanding was essential to success at their grade level.

**RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Which builds to ...**

**RL.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

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How can you use the Flash Back/Flash Forward protocol to identify the most essential standards and predict scaffolding needs?




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**Decide What Is Essential from the Essential-** Then Discuss

**FLASH BACK:** 2nd grade expressed that the following essential standard should be reviewed by 3rd grade next year to ensure mastery.

**RL.2.3** Describe how characters in a story respond to major events and challenges.

**FLASH FORWARD:** 3rd grade identified understanding of character traits, motivations, and feelings as essential to understanding plot.

**RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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**FALL**

**Step 3:** Commit to a **collaborative pre-instruction protocol** to review **essential standards** (Discussion and learning progression)

Standard:				
What Will Students Do (Skills or Verbs)?	With What Knowledge or Concept?	Level of Thinking or Type of Assessment?	Vocabulary?	Scaffolds and Supports Ideas?

Learning Progression:

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**Example:** Important Discussions

**L3.3: DESCRIBE** characters in a story (e.g., their traits, motivations, or feelings) and **EXPLAIN** how their actions contribute to the sequence of events.

What Will Students Do (Skills or Verbs)?	With What Knowledge or Concept?	Level of Thinking or Type of Assessment?	Vocabulary?	Scaffolds and Supports Ideas?

Learning Progression:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

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**RL.3.3: DESCRIBE** characters in a story (e.g., their traits, motivations, or feelings) and **EXPLAIN** how their actions contribute to the sequence of events.

What Will Students Do (Skills or Verbs)?	With What Knowledge or Concept?	Level of Thinking or Type of Assessment?	Vocabulary?	Scaffolds and Supports Ideas?
<b>Describe</b>				
<b>Explain</b>				

Learning Progression:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

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RL.3.3: DESCRIBE <b>characters</b> in a story (e.g., their traits, motivations, or feelings) and EXPLAIN <b>how their actions contribute to the sequence of events</b>				
What Will Students Do (Skills or Verbs)?	With What Knowledge or Concept?	Level of Thinking or Type of Assessment?	Vocabulary?	Scaffolds and Supports Ideas?
<b>Describe</b>	characters in a story (traits, motivations, feelings)			
<b>Explain</b>	how characters' actions contribute to the sequence of events.			
<b>Learning Progression:</b>  <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol>				

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RL.3.3: DESCRIBE <b>characters</b> in a story (e.g., their traits, motivations, or feelings) and EXPLAIN <b>how their actions contribute to the sequence of events</b>				
What Will Students Do (Skills or Verbs)?	With What Knowledge or Concept?	Level of Thinking or Type of Assessment?	Vocabulary?	Scaffolds and Supports Ideas?
<b>Describe</b>	characters in a story (traits, motivations, feelings)	<b>DOK 2-Constructed Response</b>	Character Traits Motivations Feelings/Emotions	
<b>Explain</b>	how characters' actions contribute to the sequence of events.	<b>DOK 3-Constructed Response</b>	<b>Plot structure-sequence of events</b>	
<b>Learning Progression:</b>  <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol>				

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RL.3.3: DESCRIBE <b>characters</b> in a story (e.g., their traits, motivations, or feelings) and EXPLAIN <b>how their actions contribute to the sequence of events</b>				
What Will Students Do (Skills or Verbs)?	With What Knowledge or Concept?	Level of Thinking or Type of Assessment?	Vocabulary?	Scaffolds and Supports Ideas?
<b>Describe</b>	characters in a story (traits, motivations, feelings)	<b>DOK 2-Constructed Response</b>	Character Traits Motivations Feelings/Emotions	Begin with easier text to identify character traits, motivations and feelings. Progress to grade-level text. Match traits with characters-manipulators.
<b>Explain</b>	how characters' actions contribute to the sequence of events.	<b>DOK 3-Constructed Response</b>	<b>Plot structure-sequence of events</b>	Use plot structure graphic organizer to identify sequence and connect character actions. Use visual representations of events... place them on the structure diagram.
<b>Learning Progression:</b>  <ol style="list-style-type: none"> <li>1. Traits are words used to describe a character.</li> <li>2. Authors use details to express the characters' feelings and emotions.</li> <li>3. Motivation is the reason why a character acts a certain way.</li> <li>4. Describe characters by their traits, motivations, and feelings.</li> <li>5. Plot is the sequence of events in a story.</li> <li>6. Plot development is affected by the characters and their actions.</li> <li>7. Explain how characters' actions contribute to the sequence of events.</li> <li>8. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ol>				

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### Gap-Aligned Scaffolding

**Scaffolding challenging content to make it more accessible**

1. Consider what makes the content difficult for students based on current status and what we know about their needs/gaps.
2. What scaffolds do students really need? *Productive struggle and guidance versus doing it for them.*
3. How can I provide support while students tackle the work?

Adapted from <https://www.ck12.org/curriculum-connections/aligned/aligned-connections/>

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Learning Progression	Potential Assessment	Grade-Level Text	Texts for Scaffold Stairsteps to grade-level complexity
1. Traits are words used to describe a character.	<b>Teacher Observation</b> Students identify traits that describe characters in a story and determine a character's feelings based on story details. (Formative/Informal/Unobtrusive—Pre-assessment)	Excerpt from Patricia MacLachlan's <i>Sarah, Plain and Tall</i>	Excerpt from <i>Mr. George Baker by Amy Hest</i> (2nd grade text)  Excerpt from <i>The Panda Problem</i> by Deborah Underwood (Ages 3-7)
2. Authors use details to express the characters' feelings and emotions.			
3. Motivation is the reason why a character acts a certain way.	<b>Teacher Conference</b> Students meet with the teacher to describe characters and their motivations in a story. (Formative/Informal)	Excerpts from E. B. White's book <i>Charlotte's Web</i>	Excerpt from <i>Once Upon a Time</i> by Niki Daly (2nd grade text)
4. Describe characters by their traits, motivations, and feelings.	<b>Short Constructed Response</b> In a 2-4 sentence response, students describe a character from a story and use evidence from the text to support their thinking. <b>*SA (Formative/Formal)</b>	<i>The Sign</i> by Laura Wrang	<i>Frog and Toad Together</i> by Arnold Lobel (2nd grade text)

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### Connecting the Learning Progression to Assessment

- Consider the learning progression knowledge or skill item and what is expected from students to demonstrate mastery.
- For knowledge items, consider unobtrusive assessment check-ins like teacher observation and conferences.
- For skill items, consider unobtrusive and more obtrusive options for skill items, as shown in our learning progression example.

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Learning Progression	Potential Assessment	Grade-Level Text	Texts for Scaffold Stairsteps to grade-level complexity
5. Plot is the sequence of events in a story.	<b>Teacher Observation</b> Students arrange details from a story into the correct sequence of events. (Formative/Informal/Unobtrusive)	Excerpt from <i>The Thirteen Cloaks</i> by James Thurber	Excerpt from <i>Stellaluna</i> by Jamiell Cannon (1st Grade Text)
6. Plot development is affected by the characters and their actions.	<b>Graphic Organizer</b> Students complete a graphic organizer to show the cause and effect relationship between a character's action and what happens next in a story. (Formative/Informal)		Excerpt from <i>Buddy the Bear</i> (Raz Kids Level D)
7. Explain how characters' actions contribute to the sequence of events	<b>Short Constructed Response</b> In a 2-4 sentence response, students use evidence from the text to explain what happens as a result of a character's action. <b>*SA (Formative/Formal)</b>	<i>Appletan in Winter</i> by Cynthia Rylant	Excerpt from <i>How to Be a Good Dog</i> by Gail Page
8. RL.3.1 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	<b>Short Constructed Response</b> In a well-developed paragraph response, students describe a character in a story and explain how the character's actions impact the sequence of events in the story. <b>*SA (Formative/Formal)</b>	<i>Brown Girl</i> by Michelle Market	Excerpt from <i>The Three Little Pigs</i> by Lisa Cheltenham and Ian Fleming (Scholastic Level D)

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RL.3.1 DESCRIBE characters in a story (e.g., their traits, motivations, or feelings) and EXPLAIN how their actions contribute to the sequence of events				
What Will Students Do (Skills or Verbs)?	With What Knowledge or Concept?	Level of Thinking or Type of Assessment?	Vocabulary?	Scaffolds and Supports Ideas?
Describe	characters in a story (traits, motivations, feelings)	DOK 2—Constructed Response	Character Traits Motivations Feelings/Emotions	Begin with easier text to identify character traits, motivations and feelings. Progress to grade-level text. Match traits with character-manipulatives.
Explain	how characters' actions contribute to the sequence of events.	DOK 3—Constructed Response	Plot structure—sequence of events	Use plot structure graphic organizer to identify sequence and connect character actions. Use visual representations of events... place them on the structure diagram.
<b>Learning Progression:</b> <ol style="list-style-type: none"> <li>1. Traits are words used to describe a character.</li> <li>2. Authors use details to express the characters' feelings and emotions.</li> <li>3. Motivation is the reason why a character acts a certain way.</li> <li>4. Describe characters by their traits, motivations, and feelings.</li> <li>5. Plot is the sequence of events in a story.</li> <li>6. Plot development is affected by the characters and their actions.</li> <li>7. Explain how characters' actions contribute to the sequence of events</li> <li>8. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ol>				

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Remember ...  
 You are doing this level of planning around the MOST ESSENTIAL STANDARDS ONLY, as identified using the Flash Back-Flash Forward protocol!




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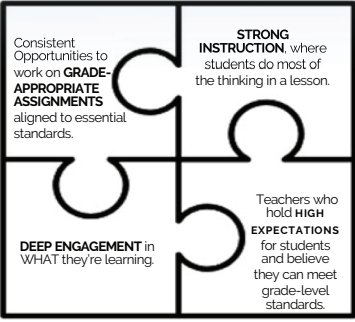
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**Four Key Pieces for Students' Daily Learning Experiences**



Consistent Opportunities to work on **GRADE-APPROPRIATE ASSIGNMENTS** aligned to essential standards.

**STRONG INSTRUCTION**, where students do most of the thinking in a lesson.

**DEEP ENGAGEMENT** in WHAT they're learning.

Teachers who hold **HIGH EXPECTATIONS** for students and believe they can meet grade-level standards.

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How will you ensure consistent interpretation of the essentials?




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**WE have the POWER to decide...**

- What work we ask students to do.
- How students spend their time.
- How to use assessment and feedback to guide our instruction.
- What our classrooms and school buildings look and feel like.
- What we believe about our students, how they learn, and their potential.

*Ultimately, those choices determine how well-equipped students are to meet the goals they set for themselves when they leave school.*

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## Time to "Settle the Ball"

Let's Be Calm Spreaders, Not Fearmongers

- Focused collaboration for ALL students
- Identify what is truly essential to ensure success in grade-level expectations
- Gather the information needed NOW
- Apply a protocol that guides instructional discussion and planning that considers needed prerequisite skills

Say, YES WE CAN! For ALL students ALWAYS!  
Unlocking US Podcast, with Brene Brown (2020)



## Yes We Can and We Must: A Proactive Approach to Minding the Gap

**Heather Frizielle** [heather.frizielle@foxlake114.org](mailto:heather.frizielle@foxlake114.org), @heatherfriz  
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## Upcoming Webinars



**SESSION 3:**  
**Transforming Assessment Practices in Unprecedented Times to Ensure Student Success**  
Tuesday, May 26 and Wednesday, May 27  
3:30-4:30 PM EDT

Assessment expert Nicole Dimich will provide guidance in how to design meaningful, transformative assessment practices that lead to instructional agility and student achievement.



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**Transform Learning Gaps into Achievement Gains**

July 6-7     July 23-24



LEARN MORE [SolutionTree.com/MindtheGapsEvents](https://SolutionTree.com/MindtheGapsEvents)



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## Mind the Gaps Collaborative Reflection Guide

Question	Discussion/Next Steps
Have you considered how to build collaboration into your master schedule?  Are you in fear/anxiety/scarcity or proactive thinking?	
How can you use the Flash Back/Flash Forward protocol to identify the most essential standards and predict scaffolding needs?	
How will you ensure consistent interpretation of the essentials?	



**FLASH BACK**

**FLASH FORWARD**



C O N T E N T  A R E A	<p><b>Current Teachers:</b> Which priority standards are you MOST concerned about students struggling with going into the next grade level or course by subject area, including SEL.</p> <p><b>NO MORE THAN 3 PER CONTENT AREA!</b></p>	<p><b>Case Managers and Related Services:</b> Lack of progress towards which IEP goals are you MOST concerned about going into next year?</p> <p><b>NO MORE THAN 3!</b></p>	<p><b>Receiving Teachers:</b> What are your <b><u>MOST</u></b> essential standards within each course/content area?</p>	<p><b>Receiving Teachers:</b> Which immediate prerequisite skills and concepts will be most important to include in your pre-instruction planning to ensure students can reach grade level proficiency?</p>

SAMPLE: 2nd to 3rd (5/15/20)



FLASH BACK

FLASH FORWARD



	<p><b>Current Teachers:</b> Which priority standards are you MOST concerned about students struggling with going into the next grade level or course by subject area, including SEL.</p> <p><b>NO MORE THAN 3 PER CONTENT AREA!</b></p>	<p><b>Case Managers and Related Services:</b> Lack of progress towards which IEP goals are you MOST concerned about going into next year?</p> <p><b>NO MORE THAN 3!</b></p>	<p><b>Receiving Teachers:</b> What are your <b><u>MOST</u></b> essential standards within each course/content area?</p>	<p><b>Receiving Teachers:</b> Which immediate prerequisite skills and concepts will be most important to include in your pre-instruction planning to ensure students can reach grade level proficiency?</p>
<p>R E A D I N G</p>	<p>CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.RL.2.1 and RI 2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>	<p>CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.RL.2.1 and RI 2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate</p>	<p>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.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)</p>	<p><b>Discussion:</b> Imbed focus on foundational literacy skills. Integrate K-2 phonics piece into 3rd grade for at least this cohort.</p> <p>Consider cross grade purposeful regrouping for guided reading to reach all learners' levels.</p> <p>ALL students get grade level shared reading with grade level standards focus.</p>

	<p><b>Discussion:</b> Looks like---ask and answer questions, read and respond in a coherent way, why we read info text, how to use text features to understand</p> <p>Using text evidence is a challenge</p> <p>Have integrated into all remote learning lessons</p> <p>Prior to closure--built in more guided reading time (up to 3 sessions per day), using specialists</p> <p>Whole class instruction--teaching comprehension skill using shared reading</p>	<p>understanding of key details in a text.</p> <p><b>Discussion:</b> Basic reading skills are a major issue--currently appx. 20% of IEP-entitled students reading independently ng at K/1 level (F and P level B)</p>	<p>CCSS.ELA-LITERACY.RI.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	
W R I T I N G	<p><a href="#">CCSS.ELA-LITERACY.W.2.1</a></p> <p>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., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons,</p>	<p><b>Discussion:</b> Same needs as identified for grade level; IEP goals are standards-aligned.</p> <p>Foundational skill gaps definitely impact these kids!</p>	<p><a href="#">CCSS.ELA-LITERACY.W.3.4</a></p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing</p>	<p><b>Discussion:</b> More fully imbed Google Read and Write as a tool for students to get thoughts out.</p> <p>Consider Rooted in Reading as a bridge tool--continue to connect all writing and</p>




<p>and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.2</p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.3</p> <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Discussion: Struggle with foundational decoding skills for word accuracy, writing a sentence with capital/punctuation</p> <p>Stamina for writing is a challenge.</p> <p>A key strategy has been using</p>		<p>types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.3.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>	<p>language pieces to the texts being read</p> <p>Use predictable schedules and structures/graphic organizers.</p>
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	<p>graphic organizers to plan writing across strands but grounded in what they've read. ALL writing is text based to connect to reading.</p> <p>Rooted in Reading has been a great resource.</p>			
M A T H	<p><a href="#">CCSS.MATH.CONTENT.2.NBT.B.7</a> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>CCSS.MATH.PRACTICE.MP1 Make sense of problems and</p>	<p>CCSS.MATH.CONTENT.2.OA.B.2 Fluently add and subtract within 20 using mental strategies.</p> <p><a href="#">CCSS.MATH.CONTENT.2.NBT.B.5</a> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p><a href="#">CCSS.MATH.CONTENT.3.NBT.A.2</a> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>CCSS.MATH.CONTENT.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of operations.</p> <p>CCSS.MATH.CONTENT.3.OA.D.8 Solve two-step word problems using the four</p>	<p>Discussion: Continue daily number talks to revisit prior skills and boost 2 step word problem solving/critical thinking/place value (2nd to model their methods and structure), built around the skills of needs identified via CFAs</p> <p>Purposeful regrouping of students by need after shared lesson-- "guided math" across the 3 teachers, fluid groupings</p> <p>Focus on place value and its application to larger numbers</p> <p>Build in time to review addition and subtraction. Connect</p>

	<p>persevere in solving them.</p> <p>CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.</p> <p>Discussion: Students struggle to apply strategies to complex tasks and show stamina.</p> <p>Difficulties with thinking about math processes--problem solving mindset applying basic skills. In addition to the core resource, implemented a weekly schedule for math talks to consistently spiral back to key content while building thinking skills.</p>		<p>operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.<sup>3</sup></p>	<p>addition and multiplication; consider moving multiplication to later to ensure time to focus on addition/subtraction and 2-step word problems.</p>
SEL	<p>Being <b>responsible</b> for regulating your emotions.</p> <p>Being <b>respectful, safe, cooperative</b> and <b>kind</b> to others; and resolving conflict in positive ways.</p> <p>Being <b>safe, cooperative</b> and <b>kind</b> in making ethical, constructive choices about personal and social behavior.</p>	<p>Discussion: Students struggle with independence in starting, sustaining, and finishing work.</p>	<p>Being <b>responsible</b> for regulating your emotions.</p> <p>Being <b>respectful, safe, cooperative</b> and <b>kind</b> to others; and resolving conflict in positive ways.</p> <p>Being <b>safe, cooperative</b> and <b>kind</b> in making ethical, constructive choices about personal and social behavior.</p>	<p>Discussion: Consistently pre-teach expectations and structures for group work.</p> <p>Strategically determine how to build connections regardless of the context (in person, virtual, hybrid).</p>

	<p>Discussion:  This group struggles with and needs explicit support on:  Grit and stamina  Independence  Problem solving  Some social interaction issues  peer to peer  Emotional, reactive</p> <p>Need structure when collaborating with others--structures must be repeatedly taught and reviewed.</p>		<p>Discussion:  Given all we think we know about students and staff returning after COVID-19 closure, key instruction and support will need to focus on:  -You are SAFE here  -Kindness  -Compassion--understanding each others' perspectives  -Growth Mindset--for kids and ourselves!</p>	
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### Collaborative pre-instruction protocol

Standard:				
What Will Students Do (Skills or Verbs)?	With What Knowledge or Concept?	Level of Thinking or Type of Assessment?	Vocabulary?	Scaffolds and Supports Ideas?
Learning Progression: 				

**RL3.3: DESCRIBE** characters in a story (e.g., their traits, motivations, or feelings) and **EXPLAIN** how their actions contribute to the sequence of events

What Will Students Do (Skills or Verbs)?	With What Knowledge or Concept?	Level of Thinking or Type of Assessment?	Vocabulary?	Scaffolds and Supports Ideas?
Describe	characters in a story (traits, motivations, feelings)	DOK 2—Constructed Response	Character Traits Motivations Feelings/Emotions	Begin with easier text to identify character traits, motivations and feelings. Progress to grade-level text. Match traits with characters-manipulatives.
Explain	how characters' actions contribute to the sequence of events.	DOK 3—Constructed Response	Plot structure- sequence of events	Use plot structure graphic organizer to identify sequence and connect character actions. Use visual representations of events.. place them on the structure diagram.

**Learning Progression:**

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1. Traits are words used to describe a character.
  2. Authors use details to express the characters' feelings and emotions.
  3. Motivation is the reason why a character acts a certain way.
  4. **Describe characters by their traits, motivations, and feelings.**
  5. Plot is the sequence of events in a story.
  6. Plot development is affected by the characters and their actions.
  7. **Explain how characters' actions contribute to the sequence of events**
  8. **Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events**

### Learning Progression and Assessment Plan

Learning Progression	Potential Assessment	Grade-Level Text	Texts for Scaffold Stairsteps to grade-level complexity
1. Traits are words used to describe a character.	<b>Teacher Observation</b> Students identify traits that describe characters in a story and determine a character's feelings based on story details. (Formative/Informal/Unobtrusive--Pre-assessment)	Excerpt from Patricia MacLachlan's <i>Sarah, Plain and Tall</i>	<i>Excerpt from Mr. George Baker by: Amy Hest (2nd grade text)</i>  <i>Excerpt from The Panda Problem by Deborah Underwood (Ages 3-7)</i>
2. Authors use details to express the characters' feelings and emotions.			
3. Motivation is the reason why a character acts a certain way.	<b>Teacher Conference</b> Students meet with the teacher to describe characters and their motivations in a story. (Formative/Informal)	Excerpts from E. B. White's book <i>Charlotte's Web</i>	Excerpt from <i>Once Upon a Time</i> by: Niki Daly (2nd grade text)
4. Describe characters by their traits, motivations, and feelings.	<b>Short Constructed Response</b> In a 2-4 sentence response, students describe a character from a story and use evidence from the text to support their thinking. <b>*CFA (Formative/Formal)</b>	<i>The Sign</i> by Laura Wrang	<i>Frog and Toad Together</i> by: Arnold Lobel (2nd grade text)

Learning Progression	Potential Assessment	Grade-Level Text	Texts for Scaffold Stairsteps to grade-level complexity
5. Plot is the sequence of events in a story.	<b>Teacher Observation</b> Students arrange details from a story into the correct sequence of events. (Formative/Informal/Unobtrusive)	Excerpt from <i>The Thirteen Clocks</i> by James Thurber	Excerpt from <i>Stellaluna</i> by Janell Cannon (1st Grade Text)
6. Plot development is affected by the characters and their actions.	<b>Graphic Organizer</b> Students complete a graphic organizer to show the cause and effect relationship between a character's action and what happens next in a story. (Formative/Informal)		Excerpt from <i>Buddy the Bear</i> (Raz Kids Level D)
7. Explain how characters' actions contribute to the sequence of events	<b>Short Constructed Response</b> In a 2-4 sentence response, students use evidence from the text to explain what happens as a result of a character's action. <b>*CFA (Formative/Formal)</b>	<i>Poppleton in Winter</i> by Cynthia Rylant	Excerpt from <i>How to Be a Good Dog</i> by Gail Page
8. RL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	<b>Short Constructed Response</b> In a well-developed paragraph response, students describe a character in a story and explain how the character's actions impact the sequence of events in the story. <b>*CSA(Summative/Formal)</b>	<i>Brave Girl</i> by Michelle Markel	Excerpt from <i>The Three Little Pigs</i> by Liza Charlesworth and Ian Fleming (Scholastic Level D)