Instructional Priorities for Expanded Learning Opportunities for Summer and After-School Learning

Since the beginning of the pandemic, Rhode Island school communities worked diligently to provide quality curriculum and world-class instruction—both in-person and virtually— and prioritized students' and staff's health and safety above all else. Despite that diligence, students' academic achievement and growth have been impacted dramatically. In order to accelerate learning, students will need high-quality support from adults through extended learning, before/after school partnerships, and summer learning opportunities. To support organizations who are providing expanded learning opportunities, RIDE has identified instructional priorities in early learning, English language arts, mathematics, science, and social studies to guide program design.

Early Learning Instructional Priorities

For Pre K children prioritize learning opportunities focused the RI Early Learning and Development Standards identified below.

Social/Emotional

SE 1: Relationships with Others

- SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.
- SE 1.b: Children engage in positive relationships and interactions with other children.

SE 2: Sense of Self

- SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.
- SE 2.b: Children develop the confidence to complete an action successfully or independently.

SE 3: Self-regulation

- SE 3.a: Children develop the ability to express and regulate their own emotions.
- SE 3.b: Children develop the ability to control impulses.

Language

LD 1: Receptive Language

- LD 1.a: Young children attend to, understand, and respond to increasingly complex language.

LD 2: Expressive Language

- LD 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.

Literacy

L 1: Phonological Awareness

- L 1.a: Children notice and discriminate the sounds of spoken language.

L 2: Alphabet Knowledge

- L 2.a: Children recognize and identify letters and make letter-sound connections.

L 3: Print Knowledge

- L 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.

Physical Health and Motor Development

PH 3: Fine Motor Development

- PH 3.b: Children develop writing and drawing skills.

Cognitive

CD 1: Logic and Reasoning

CD 1.a Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.

CD 3: Attention and Inhibitory Control

CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.

CD 4: Cognitive Flexibility

CD 4.a Children's skills increase at adjusting to changes in demands, priorities, and perspectives.

Mathematics

M 1: Number Sense and Quantity

M 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.

M 2: Number Relationships and Operations

M 2.a Children learn to use numbers to compare quantities and solve problems.

M 3: Classification and Patterning

M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.

Science

S 1: Scientific inquiry and Application

S 1.a Children learn to plan for and carry out investigations and collect, evaluate, and communicate information

Social Studies

SS 1: Self, Family, and Community

SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities, and differences in people.

English Language Arts Instructional Priorities

For children K-3 prioritize foundational Reading Skills

Prioritize foundational reading skills with focus on decoding.

Student Achievement Partners recommends 40 to 60 minutes daily should be dedicated to strong **systematic, cumulative, explicit** instruction in phonological awareness, phonics, encoding, and regular, repeated practice with decodable texts. Resources to support: Tennessee Foundational Skills Curriculum Supplement, RIDE Structured Literacy,UFLI's Online Literacy Hub.**For children K-12 prioritize and accelerate language comprehension.**

- Integrate **vocabulary** instruction within and across content or topic areas of exploration. Talk about words, their meanings, and why an author or person might have used the word in their writing/discussion.
- Provide opportunities for oral read-alouds of informational texts to **build background** and topical knowledge.
- Facilitate opportunities to engage students in **discussions** of and between literary texts, informational texts, and media; while, ensuring students are doing the thinking and leading discussions. Text sets/lessons to support building knowledge and vocabulary.
- Engage students in opportunities to **write** about what they have read, identifying their positions or opinions and providing evidence to support. Examples of annotated student writing by grade level.

- Encourage students to **read and listen** to variety of books and media to help students identify students' own reading interests, build students' stamina for reading and to build background knowledge. Resources to support and engage older students.

For children K-12 Prioritize College and Career Readiness Anchor Standards by grade-level.

- Student Achievement Partners notes "**some standards require greater emphasis than others based on the literacy research** about what matters most and the time and practice they take to develop."
- The following 14 CCR standards – RI Core Standards RF.4, L.4, L.5, L.6, RI.1, RI.4, RI.9, RI.10, RL.1, RL.4, RL.10, SL.1, W.8, and W.9 should be prioritized.[1]

Mathematics Instructional Priorities

Across all grade levels K-12, prioritize problem solving and computational number talks.
Mathematics activities should have a two-pronged focus, first on problems based in context, and secondly on conversations about computational strategies. No matter the grade level or course, there are always a wealth of contextual or word problems that students can persevere in solving. It is important for students to make sense of the scenarios so they can bring to bear the mathematics needed to model and/or solve the problems. Not all problem-solving tasks are created equal. For a problem-solving task to be of high-quality, it must be rigorous and provide opportunities for productive struggle. Examples of such high-quality tasks can be found at https://tasks.illustrativemathematics.org/ or at https://www.insidemathematics.org/performance-assessment-tasks.

Computational number talks are a way for students to discuss strategies they use or can be used to solve calculations. These conversations must be facilitated and students should work in groups. As long as one student has a person to share strategies with, they will have a valuable learning experience. An explanation and examples of number talks can be found here.

For K-12 mathematics, prioritize the following grade-specific content:

- Grades K-3: The domains of Number and Operations in Base Ten (NBT) and Operations and Algebraic Thinking (OA)
- Grades 3-5: The domains of Number and Operations - Fractions (NF), Number and Operations in Base Ten (NBT), and Operations and Algebraic Thinking (OA)
- Grades 6-7: The domains of Expressions and Equations (EE) and Ratios and Proportional Reasoning (RP)
- Grade 8: The domain of Expressions and Equations (EE)
- High School: The topic of algebraic thinking that is in both the Function and Algebra conceptual categories

Science Instructional Priorities

For K-12 students, prioritize use of Scientific Phenomena:
Science activities should be focused on the exploration of a phenomenon. Phenomena are observable events that students can use science knowledge to explain or predict. The activity around an anthill, the pattern of shadows cast from a pole during the course of a day, or the result of cracking a glowstick are just a few

[1] **Student Achievement Partners:** 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics Achievethecore.org :: Priority Instructional Content in English Language Arts/Literacy and Mathematics

examples of phenomena. These events elicit questions, can be investigated in multiple ways, and promote discussion where students share ideas and potential explanations. Depending on the complexity of the phenomena, it can serve as the anchor for a one activity or a sequence of activities. Students should not be given an explanation but provided with resources and support to ask pertinent questions and potentially investigate their ideas. They may evaluate information from observations, text, videos, resident experts, data sets, etc. Once they have collected and evaluated evidence, they can construct an explanation of the phenomena. By making sense of the phenomenon, students will have a deeper understanding of concepts learned along the way.

For more information:

- Next Generation Science Standards: What's different, and why do they matter?
- Using Phenomena in NGSS-Designed Lessons and Units
- Criteria for Selecting Useful Phenomena

For K-12 students, focus on engaging them in Science and Engineering Practices:
Thoughtfully designed science activities should engage K-12 students in the Science and Engineering Practices included in the Next Generation Science Standards (NGSS). These are the behaviors that scientists engage in as they make sense of the world or solve problems. The term "practice" is used to describe these since they are not just skills, but also require some knowledge that is specific to each. The NGSS do not incorporate a linear scientific method. Instead, one or two Science and Engineering Practices are incorporated into instructional activities. Science and Engineering Practices require a much more student-centered approach, where students act as scientists or as engineers. There is no set order for engaging in the Practices, it is recommended that out of school programs focus on those marked with an asterisk* below.
The links below show progressions for each Practice to help plan grade-level appropriate activities:

Science & Engineering Practices	Description of the Practice
Asking questions (for science) and defining problems (for engineering)	*Students form and ask questions about observations they make, information read or viewed, and data/observations gathered during investigations. When engineering, students define the problem to be solved and share ideas for criteria and constraints of its solution.*
Developing and using models	*Modeling begins in the early grades, with students' models progressing from concrete "pictures" and/or physical scale models to more abstract representations of their scientific thinking in later grades.*
Planning and carrying out investigations*	*Plan and carry out investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.*
Analyzing and interpreting data*	*Students organize and interpret data through tabulating, graphing, or statistical analysis. This analysis can bring out the meaning of data that may be used as evidence to support explanations.*
Using mathematics and computational thinking	*Students use mathematical thinking to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models.*
Constructing explanations (for science) and designing solutions (for engineering)*	*Students construct explanations based on evidence and apply standard explanations they learn about. Each proposed engineering solution results from a process of balancing competing criteria (such as function, feasibility, cost, safety, esthetics, and legal requirements).*
Engaging in argument from evidence	*Use appropriate and sufficient evidence and scientific reasoning to defend or critique claims about the natural world. Arguments may also come from current or historical scientific developments.*

Obtaining, evaluating, and communicating information	*Students evaluate the validity and reliability of scientific claims or information. Students communicate information, evidence, and ideas in multiple ways: using tables, diagrams, graphs, or models. Ideas are expressed verbally, in writing, and through discussion.*

For more information:

- Getting their hands dirty: Engaging learners in authentic science practices outside the classroom
- What is meant by engaging youth in scientific modeling?
- What is the role of informal science education in supporting the vision for K-12 science education?

Social Studies Instructional Priorities

For K-12 students, prioritize age-appropriate development of historical thinking skills, civic dispositions, and student agency aligned to Grade Span Expectations.

- Focus on key themes or essential questions (both current and throughout history) to tap into students' curiosity and support making connections.
- Increase student agency in learning (e.g., 'acting like a historian', media literacy skills, synthesizing learning to solve real-world scenarios) in age-appropriate ways.
- Grade spans may approach this by:
    - K-5: Exploring how and why people in different places built and/or changed their communities (e.g., geography for transportation and materials, civics for rules and customs and getting along, history for comparing different ways to get to the 'same' goal, economics for interactions and trade between things people valued).
    - 6-12: Students choose a topic from a particular era, event, or decision, and find information from a list of reputable and current sources in order to answer a set of essential questions. Alternatively, students choose an issue in their community, research its origins and other actions taken to address it, and then create and follow their own plan to resolve it.

For K-12 students Plan an approach that utilizes instructional strategies centered in engagement with (rather than dissemination of) information.

- Social studies content and skills are reinforced by instructional strategies utilizing hands-on engagement (e.g., project-based learning, group work, community engagement, field trips, classroom guests) –which may be more difficult in distance learning or during times of transition. RIDE has posted Virtual Field Trips Around Rhode Island which includes synchronous and asynchronous opportunities.
- Build students' content knowledge through engagement with primary or secondary sources that cover multiple perspectives on the same era, topic, event, or issue. The Library of Congress offers classroom materials and professional development to help use primary sources effectively.
- Grade spans may approach this by:
    - K-2: Reading and discussing books as a class that share stories about children from different perspectives and cultures; students make connections between events or characters in that book and other books read, as well as connections to themselves.
    - 3-5: Discussing historical scenarios with students and having students consider the context, problem, and create their own solutions to resolve it – the point is to problem solve, regardless of solution feasibility; then share what actually happened and explore what lead to that outcome or decision. Alternatively, students choose a person from a diverse list in a particular time period or with a particular theme (using multiple sources for information) and present "as" that person.
    - 6-12: Researching current or past world-impacting events (or eras) and individuals' and communities' different responses and experiences through use of thoughtfully curated sources (including non-text) representing different perspectives in order to explore what current/past

experiences are/were like, how do/did events and decisions affect individuals and groups, how are/were those decisions made and enforced, and how do/did people balance rights and responsibilities; then engaging students in making connections from learning to life.