

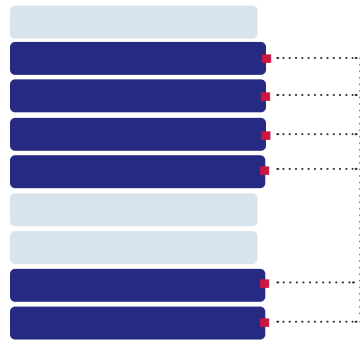
# Deciding What to Teach? Here's How

To make up for lost time, instructional leaders will need to streamline curricula and offer "just-in-time" support. These steps can help.

## STANDARDS

1

Review grade-level standards, and highlight the most important work of the grade.



For each priority standard, determine the prerequisite skills students will need to be successful.



(Note: Groups such as Student Achievement Partners and the Council of the Great City Schools have created standards maps that can help schools identify some of these prerequisite skills and understandings. Some publishers have also provided guidance on how to do this within their curricula.)



## CLASSROOM LEVEL

2

As you start a grade-level unit, determine the key skills and understandings that students need to access the work.



**ASK YOURSELF:** Are there prerequisite skills or understandings that students need to succeed?

- For example, if you expect students to add fractions with different denominators, a 5th grade math standard, they will need to understand how to add fractions that have the same denominator—a 4th grade math standard.\*
- For students to read and analyze a text about a complex topic, they might need some relevant background knowledge or understanding of specific vocabulary.

\*"2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics," Student Achievement Partners.

3

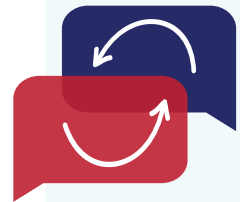
Create an activity or quick quiz to see if students have mastered those skills and ideas.



4

Review students' responses and adjust instruction accordingly with "just-in-time" support.

**USE ASSESSMENTS AS AN OPPORTUNITY FOR FEEDBACK.**



5

Create another activity or quiz designed to see whether all students now understand.

6

As the next unit approaches, look again at the priority content, and the handful of most-important skills and knowledge students need. Process begins again with step 2...

