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Teaching and Learning in the 2020-2021 School Year:

An Introduction

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NOTE: This document utilizes a resource created by the Council of Chief State School Officers (CCSSO) based on guidance from state education agencies and national and local organizations.

Teaching and Learning in the 2020-2021 School Year:

An Introduction

Kaseem, a fourth grader, just spent the last six months at home. Throughout spring 2020, Kaseem was on Zoom a few times a week with teachers and peers and completed the majority of his homework. He is returning to fifth grade with classmates who had a variety of learning, social, and emotional experiences during the last months of fourth grade. Throughout the 2020-2021 school year, he is likely to be in school some days and learning remotely others.

To manage shifting teaching and learning scenarios, his teachers are organized into a fifth-grade team, so Kaseem may get support from different teachers in different settings. His parents can assist with his learning 1-2 hours a day, but they work, so they can't supervise him. Kaseem needs a cohesive learning experience. He needs teachers coordinated around shared materials. He needs help navigating the challenges of the environment.

Kaseem also needs to progress through the critical learning expected of fifth graders, no matter the setting or disruption. Also, planning for reduced instructional hours this school year—whether due to disruption or to new health and safety protocols—is to be expected. Thus, his teachers will need to focus on the essential grade-level content that matters most, align their instructional materials and curriculum to that content, and support his engagement and growth as an independent learner, especially in hybrid and remote scenarios.

For Kaseem, and the other 300,000+ Nebraska students returning to school this fall, this guidance prioritizes the most critical actions for school districts/school systems to take to set up students for success. This guidance is founded on six key principles:

- **Prioritize the social-emotional wellbeing of students and educators as a foundation for learning.** The COVID-19 pandemic is profoundly affecting students and adults alike. We need to attend to their wellbeing and, when needed, provide more intensive support to address trauma and mental health needs.
- **Meet the needs of all students, starting with those most vulnerable.** Focusing on the most vulnerable students, including students with disabilities and English learners (ELs), provides a strong foundation for instruction for all students and will help to address the opportunity and achievement gaps that havewidened during the pandemic.
- **Provide all students grade-level learning, regardless of their starting points.** All students are capable of progressing to the next grade level this fall and mastering that content. Avoid over-remediation by focusing on below-grade-level work only when it is necessary for a student to complete grade-levelwork.
- **Implement high-quality instructional materials to ensure all students have a coherent academic experience.** High-quality instructional materials were invaluable this past spring, offering consistent and coherent support for teachers, students, and families/caregivers who all needed to work in concert in various settings and in various combinations. This will continue to be critical in the coming school year.

- **Use assessments that are sensitive to subject and grade band and provide teachers with the information to help students access priority grade-level work.** Teachers need assessments that are closely connected to their instructional materials and provide information for moving all students on to grade-level work. While this principle holds true, the approaches to assessment vary by content and grade band (e.g., math versus K-2 reading versus English language arts (ELA).
- **Organize teacher and principal professional learning, time, and resources to support their new needs.** Professional learning is essential to support teachers' social-emotional health and sense of efficacy in this ever-changing time. It will prepare them to teach in new ways, in a dynamic environment with students with varied needs and in close partnership with families and caregivers.

As challenging as the coming school year may be, students deserve a full year of new learning. Researchers have found the lifelong consequences of a year of lost or disrupted learning are stark, as studies of the children who faced this reality after Hurricane Katrina demonstrate. Ten years after Hurricane Katrina, "A 17-year-old who was 7 at the time of the event is more likely than his same-age peers in all but two other cities to be unemployed and not in school."[1] Preventing this from happening nationwide as a consequence of the COVID-19 pandemic is paramount for educators.

[1]Wade, L. (2015, September 01). The Devastating Effect Hurricane Katrina Had on Education. Retrieved June 11, 2020, from https://psmag.com/environment/the-devastating-effect-hurricane-katrina-had-on-education.

Essential Instructional Content:
What should each student know?

The goal of all instruction—even in this time of disruption—is to ensure each student learns grade-level content and is ready to progress to the next grade. Given that many students may start the school year more behind than typical and that disruptions may be likely during the next school year, focusing on the most essential content will be critical.

Achieving this goal requires each teacher to understand the essential knowledge from the current and prior grades. The prior grade's essential knowledge is what students need to possess to engage in grade-level learning. Focusing on essential knowledge for each grade asks teachers to resist the temptation to think students need to learn everything from the prior grade before taking on the next grade's learning. That is not necessary for success. Freeing teachers from this inclination will let them focus tightly on the highest-leverage learning.

This fall it will be critical to monitor an instinct toward over-remediation. Annenberg Institute for School Reform at Brown University and Results for America's brief "**School Practices to Address Student Learning Loss**" notes there is less evidence to support compressing additional content into an instructional timeframe or increasing tiered interventions that may pull students away from core content. Both of these practices would deepen learning gaps that already exist for struggling students. A lot of content in every grade level and subject is accessible for students of that age, even if they missed some prior learning. Thus, the recommendation is to ensure remediation is focused on only what is necessary, and grade-level learning is focused on what is truly a priority to ensure students keep progressing, even in these complex times. This can be done through strong formative assessment practices.

This year, school districts/school systems will adjust how students learn grade-level content given the use of in-person, remote, and hybrid instruction. What must remain in all settings is the expectation for grade-level learning for all students, including those with disabilities and ELs, as they are first and foremost general education students.

Essential Content for Literacy and Mathematics

Student Achievement Partners, as outlined in **2020–21 Essential Instructional Content in English Language Arts/Literacy and Mathematics**, honors the belief that every student, even during 2020-2021, is capable of accomplishing grade-level content but also recognizes there may be unique needs given the disruptions of the last six months. This guidance is unique to the 2020-2021 school year only. They wrote about their guidance:

> *Based on research and the progression of the disciplines, the 2020–21 Essential Instructional Content names the priorities in mathematics (K–8) and ELA/literacy (K–12) that should be the focus of instruction for educators in the 2020–21 academic year. This document provides guidance for the field about content priorities by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards. It is intended to help publishers, other designers of instructional materials, and instructional leaders find new efficiencies in the curriculum that are critical for the unique challenges that have resulted from school closures and anticipated disruptions in the year ahead, keeping at the forefront principles of equitable instruction that support all students.*

The 2020–21 Essential Instructional Content in English Language Arts/Literacy and Mathematics, answers the question of what's essential knowledge for each grade in ELA and math. Using the Essential Instructional Content, school districts/school systems—where possible, in partnership with instructional materials providers—can plan the scope and sequence of learning and adjust units of instruction for each content area at each grade level. A Nebraska version of 2020–21 Essential Instructional Content in English Language Arts/Literacy and Mathematics is being developed and will be posted on Launch Nebraska when completed.

Essential Content for Science

In science, priority instructional content is not defined as specific topics or ideas but rather the approach of integrating three dimensions: disciplinary core ideas, science and engineering practices, and cross-cutting concepts. Nebraska's College and Career Ready Standards for Science are intended to prepare students to make sense of real-world phenomena and problems in ways that combine both science knowledge and practice and are backed by rigorous research students learn science by doing science.

Science should remain a priority in all grade levels, especially elementary. Ensuring educators have time, resources, and support to engage all students in meaningful science experiences is critical for broadening participation in science and building a scientifically literate population.

The Board on Science Education (BOSE) at the National Academies of Sciences, Engineering and Medicine is drawing on its research portfolio to develop additional guidance for schools on maintaining evidence-based approaches to science education in the context of increased use of virtual and distance learning and reduced instructional time. In addition, NextGenScience at WestEd is developing accompanying tools and examples from the field to support leaders with implementing this guidance and the forthcoming BOSE guidance. Both resources will be released in August 2020.

Essential Content for Other Content Areas

While this guidance in this document is focused on math, English, and science, every effort should be made to include all content areas to some degree when planning for the fall. That said, facilitating complex schedules in every subject in a remote setting is almost impossible for families. Priority should be given to core content, and other subjects should be attended to as is feasible in this unique setting. When possible, teachers can develop interdisciplinary connections in curriculum to accelerate learning. See Appendix A for additional information related to essential content for students with disabilities and ELs.

How this Document Works

This guidance lists key actions and steps school districts/school systems should consider as they build instructional plans for the 2020-2021 school year. Before instructional planning begins, reentry teams need to know:

- The core instructional materials being used for each subject and grade level.
- The technology assumptions around which planning should occur.
- How teachers will be organized (e.g., grade-level teams, course/content teams, co-teachers).
- The school day schedule by grade and scenario (i.e., in-person, remote, and hybrid).

If the information above is not known, visit **Launch Nebraska** – Leadership and Planning, specifically **Operations**, to help develop and/or gather this information. In this document, the key actions are organized by three focus areas: (1) Instructional Materials & Instruction, (2) Assessment, and (3) Professional learning. The focus areas and associated key actions, which are detailed in this document, are organized across implementation phases:

1. Planning Phase (i.e. Summer of 2020),
2. Launching Phase (i.e. two-four weeks before the beginning of school), and
3. Sustaining Phase (the remainder of the 2020-2021 school year).

Focus Areas and Key Actions:

Focus Area 1: Instructional Materials and Instruction: How will each student learn this content, whether in-person or remote?

- 1.A: Update scope and sequences
- 1.B: Prepare and use instructional materials
- 1.C: Prepare and use new instructional materials, if relevant
- 1.D: Support students and families in all settings
- 1.E: Run improvement cycles
- 1.F: Communicate

Focus Area 2: Assessment: How prepared and how well is each student learning this content?

- 2.A: Develop and implement an instructional assessment plan
- 2.B: Identify, administer, and use screeners
- 2.C: Identify, administer, and use embedded instructional assessments
- 2.D: Plan and administer large-scale assessments, if required
- 2.E: Run improvement cycles
- 2.F: Communicate

Focus Area 3: Professional Learning: How will teachers be prepared to teach this content effectively, whether in- person or remote, and meet the needs of each student?

- 3.A: Complete a needs assessment and professional learning plan
- 3.B: Plan and implement traditional professional learning sessions
- 3.C: Plan and implement collaborative learning
- 3.D: Plan and implement observation, feedback, and coaching
- 3.E: Run improvement cycles
- 3.F: Communicate

Additional guidance, including detailed steps and resources by phase for each focus area, will be released in phases. This includes:

- Unique considerations for each of the three primary scenarios schools are likely to experience,
- Embedded curated resources and exemplars, and
- Integration with other systems-level considerations for teacher and student wellbeing and connection

Instructional Materials and Instruction:

How will each student learn content, whether in-person or remote?

Essential Instructional Content will help school systems determine what students most need to learn this school year. From there, determining how students will learn this content in the different instructional delivery models—in-person, remote, and hybrid—is critical. There are lessons from this spring's remote learning and from the current virus context in local communities that can guide systems' planning:

- Student learning environments are likely to change, shifting between in-person and remote settings, at different points in the year. In addition, different teachers may support the same students in the same subject.
- Coherent learning experiences in which content builds logically and learning experiences are structured consistently are more important than ever, as the upcoming school year is likely to be dynamic and disrupted. Learning experiences that build on students' assets—their identity, cultural and language background, interests, and aspirations—will make the learning relevant and engaging.
- High-quality instructional materials support coherence and offer consistency as students move between remote and in-person learning scenarios and have multiple teachers and/or family members support them. High-quality curriculum and instructional materials also support student voice and social-emotional health that is critical to student engagement and wellness. The predictable structure of a coherent curriculum and set of instructional materials will offer important grounding to teachers and students alike. It is time consuming to prepare instruction for remote learning. Schools running hybrid schedules will need to optimize their use of in-person days, ensuring remote days prepare students for their time in person. Schools running fully remote schedules will need to adjust lessons to ensure students still master daily objectives.

Assessment:
How prepared and how well is each student learning this content?

This year, with some students, particularly the most vulnerable, may enter school further behind than previous years. Assessments can help educators support students on their path to grade-level learning. This guidance to help school systems build meaningful instructional assessment plans is rooted in the following beliefs:

- Assessments should be used to provide insights into students' learning that help teachers support every student to move to grade-level content as quickly as possible. Assessments should not be used to withhold grade-level learning from any student.
- Assessments can best support instruction and learning when they are connected to high-quality instructional materials, tailored to the unique considerations of each content area, and provide opportunities for students to show what they do know and are able to do.

As systems build instructional assessment plans for this year, the key actions and steps should:

- Ensure the use of assessments that focus on how to help students access grade-level priority content as deeply as possible. The most useful assessments will focus on essential content, considering the prior grade level only when needed and uniquely considering each content area.
- Address the potential for over-remediation. Assessment results will likely show some students are further behind than previous years, but educators must resist the temptation to remediate all unfinished learning.

Professional Learning:
How will teachers be prepared to teach this content effectively, whether in-person or remotely, and meet the needs of each student?

Professional learning for teachers, support staff, and school leaders this school year should be aligned to three critical things teachers need to know and be able to do in this unique environment:

- Assess and nurture students' social-emotional health, identify students who need additional support, and understand the role that student agency plays in learning.
- Teach students grade-level content using **2020–21 Essential Instructional Content in English Language Arts/Literacy and Mathematics** from the previous grade to scaffold learning and assessments of students' learning to inform instruction. This includes understanding the connections within and across subject areas that make learning coherent for students and ensuring continuity of learning and services for ELs and for students with disabilities in accordance with their Individualized Education Program (IEP).
- Navigate the school district/school system's chosen learning management system (LMS) to create a welcoming and productive learning environment for students, and move quickly and smoothly between in-person, remote, and hybrid teaching.

Given the enormity and importance of each of these things, all PL—traditional system-driven professional learning sessions, school-based collaborative planning time and observation, feedback, and coaching— should be aligned to these priorities and tightly integrated in a yearlong professional learning scope and sequence. The way these resources are focused and how teachers are organized to participate in them must be determined by the content the teachers are teaching; the students teachers are teaching; and the way the teacher is teaching (i.e., in-person, remote, hybrid).

As the architects of school-based professional learning plans, principals should focus on building their own understanding of the above in order to effectively observe, give feedback, coach, and build the school structures and systems required to support teachers.

Key Actions Overview

These Key Actions detail the most critical decisions school systems will make at each phase of implementation. For detailed steps and curated resources related to each Key Action, click the embedded links.

The Key Actions are organized by phase:

- **Planning:** This includes the preparatory work and decision-making that must happen across the system. This will generally takes during this summer.
- **Launching:** This includes the work that must be done to get schools and staff ready for back-to-school. This generally takes place two-four weeks prior to school starting and throughout the first weeks of the new school year.
- **Sustaining:** This includes the work of monitoring progress and adjusting practices that occurs in an ongoing way across the remainder of the 2020-2021 school year. What are the impacts of the changes? What assumptions have been challenged? What needs further iteration?

Planning Phase Key Actions

(Summer 2020)

Area	Key Actions
1: Instructional Materials and Instruction: How will each student learn this content, whether in-person or remote?	*NOTE: The first step with instructional materials and instruction is confirming which high-quality instructional materials will be used this year for all core subjects and appropriately aligning staffing models to those.* 1.A. p: Update scope and sequences: **Use 2020–21 Essential Instructional Content in English Language Arts/Literacy and Mathematics** to build streamlined scope and sequences, grounded in the locally determined curriculum (using publisher guidance where available). 1.B. p: Prepare and use your curriculum: Prepare the overarching structure and first unit of each curriculum for various scenarios. Prepare the first unit of each curriculum to build community, individual relationships, attend to the voice and identity of your students (in-person and remote). 1.C. p: Prepare and use new instructional materials: If instructional materials are new to the system, in addition to doing the steps for Key Action 1.B.p., prepare for unique steps to set up the materials. 1.D. p: Adjust academic policies: Plan policies to support all students and their families including material distribution, grading, crediting, and attendance. 1.E. p: Run an improvement cycle focused on access: Collect the relevant data to monitor curriculum access, analyze gaps, and address issues to reach goals. 1.F. p: Communicate: Confirm the school system's communication plan includes setting the instructional vision, expectations around school district/school system curricula, and what family access and language supports are available.
2: Assessment: How prepared and how well is each student learning this content?	2.A. p: Develop an instructional assessment plan: Develop a streamlined instructional assessment plan accounting for the unique needs of students and the current setting including a comprehensive calendar and use for all data. 2.B. p: Identify screeners: Identify critical screeners and plan for their use in all scenarios in order to monitor appropriate identification of special services. 2.C. p: Identify embedded instructional assessments: Identify embedded instructional assessments for the first unit of instruction that are specific to grade level, content, and curriculum, leveraging **2020–21 Essential Instructional Content in English Language Arts/Literacy and Mathematics**. Prepare educators to use the information to help all students access unit one of grade-level instruction. 2.D. p: Run an improvement cycle focused on access: Collect the relevant data to monitor assessment access, analyze gaps, and address issues to reach goals. 2.E. p: Communicate: Confirm the school system's communication plan includes steps to establish expectations for assessment administration and data distribution and use with teachers, families, and students.

3: Professional Learning: How will teachers be prepared to teach this content effectively, whether in-person or remote, and meet the needs of each student?	3.A.	p: Complete a needs assessment and professional learning plan: Understand educators' learning needs and the resources (e.g., time, people, and money) available to be used to respond to these needs. Use this information to develop a yearlong plan for professional learning.
	3.B.	p: Plan traditional professional learning sessions: Develop system- and school-based professional learning sessions aligned to system professional learning priorities and available in remote or in-person settings.
	3.C.	p: Plan collaborative learning: Create a system of teacher collaboration focused on the system's professional learning priorities and guided by strong rationale and clear expectations that can function in remote or in-person settings.
	3.D.	p: Plan observation, feedback, and coaching: Develop a system of observation, feedback, and coaching anchored by clear expectations. Align it to broader system priorities and a coaching methodology that can function in remote or in-person settings.
	3.E.	p: Run an improvement cycle focused on access: Collect the relevant data to monitor professional learning access, analyze gaps, and address issues to reach goals.
	3.F.	p: Communicate: Establish a system of two-way communication that ensures all key stakeholders are informed about professional priorities, expectations, and practices, and ensures user feedback to drive improvement.

Launching Phase Key Actions

(2 – 4 weeks before school starts)

Area	Key Actions
1: Instructional Materials and Instruction: How will each student learn this content, whether in-person or remote?	1.B. I: Prepare and use your instructional materials and 1.C.I: Prepare and use new instructional materials: Support schools and teachers to implement the first unit of their curricula, using guidance from the instructional materials publisher (if available). Prepare the second unit of each curriculum for all potential scenarios. Be sure to attend to building community, to forming individual relationships, and to the voices and identities of all students. 1.D. I: Adjust academic policies: Implement policies to support all students and their families including material distribution, grading, crediting, and attendance. 1.E. I: Run an improvement cycle focused on implementation: Collect the relevant data to monitor curriculum access (where remaining) and implementation, analyze gaps, and address issues to reach goals.
2: Assessment: How prepared and how well is each student learning this content?	2.A. I: implement and adjust an instructional assessment plan: Adjust the comprehensive calendar based on initial administration and data distribution. 2.B. I: Administer and use screeners: Monitor screener implementation in remote settings and data use, checking for over identification and over-remediation. 2.C. I: Administer and use embedded instructional assessments: Monitor implementation of unit one instructional assessments. Prepare teachers to use the information to make informed decisions, embedded in the curriculum, to help all students access unit one. 2.D. I: Run an improvement cycle focused on implementation: Collect the relevant data to monitor assessment access (where remaining) and implementation, analyze gaps, and address issues to reach goals. 2.E. I: Communicate: Communicate vision and rationale for decisions made based on assessment results. Ensure information about assessments is shared with families in a manner that is accessible to them and provides avenues for caregivers to ask questions and receive support.

3: Professional Learning: How will teachers be prepared to teach this content effectively, whether in-person or remote, and meet the needs of each student?	3.B. I: Implement traditional professional learning sessions: Implement system- and school-based professional learning sessions aligned to system professional learning priorities and available in remote or in-person settings. 3.C. I: Implement collaborative learning: Implement a system of teacher collaboration focused on the system's professional learning priorities and guided by strong rationale and clear expectations that can function in remote or in-person settings. 3.E. I: Run an improvement cycle focused on implementation: Collect the relevant data to monitor professional learning access (where remaining) and implementation, analyze gaps, and address issues to reach goals. 3.F. I: Communicate: Establish a system of two-way communication that ensures all key stakeholders are informed about professional learning priorities, expectations, and practices, and ensures user feedback to drive improvement.

Sustaining Phase Key Actions

(Reminder of School Year)

Area	Key Actions
1: Curriculum and Instruction: How will each student learn this content, whether in-person or remote?	1.B. s: Prepare and use your instructional materials and 1.C.s: Prepare and use new instructional materials: Support schools and teachers to implement unit two of their curricula, using guidance from the curriculum publisher (if available). Prepare ongoing units of each curriculum for various settings. Prepare ongoing units of each curriculum to build community and individual relationships, and to attend to the voice and identity of students. 1.D. s: Adjust academic policies: Implement policies to support all students and their families, including material distribution, grading, crediting, and attendance. 1.E. s: Run an improvement cycle focused on quality: Collect the relevant data to monitor curriculum implementation (where remaining) and quality, analyze gaps, and address issues to reach goals.
2: Assessment: How prepared and how well is each student learning this content?	2.B. s: Administer and use screeners: Monitor ongoing screener implementation in remote settings and data use, checking for over identification and over-remediation. 2.C. s: Administer and use embedded instructional assessments: Monitor implementation of ongoing unit instructional assessments. Prepare teachers to use the information to make informed decisions, embedded in the curriculum, to help all students access ongoing units. 2.D. s: Use summative assessments, if required: Utilize summative assessments to make policy and resource allocation decisions and monitor equity, use the data appropriately (i.e., it is for resource allocation; it is not designed to inform instruction, etc.). 2.E. s: Run an improvement cycle focused on quality: Collect the relevant data to monitor assessment implementation (where remaining) and quality, analyze gaps, and address issues to reach goals. 2.F. s: Communicate: Communicate as a part of the school system's communication plan a vision and rationale for decisions made with and support for the results. Ensure information about assessments is shared with families in a manner that is accessible to them and provides avenues for caregivers to ask questions and receive support.

3: Professional Learning: How will teachers be prepared to teach this content effectively, whether in-person or remote, and meet the needs of each student?	3.B. s: Implement traditional professional learning sessions: Implement system- and school-based professional learning sessions aligned to system professional learning priorities and available in remote or in-person settings. 3.C. s: Implement collaborative learning: Implement a system of teacher collaboration focused on the system's professional learning priorities and guided by strong rationale and clear expectations that can function in remote or in-person settings. 3.D. s: Implement observation, feedback, and coaching: Implement a system of observation, feedback, and coaching anchored by clear expectations. Align it to broader system priorities and a coaching methodology that can function in remote or in-person settings. 3.E. s: Run an improvement cycle focused on quality: Collect the relevant data to monitor implementation (where remaining) and quality, analyze gaps, and address issues to reach goals. 3.F. s: Communicate: Establish a system of two-way communication that ensures all key stakeholders are informed about professional learning priorities, expectations, and practices, and ensures user feedback to drive improvement.

Appendix A: Headline Considerations for Essential Content

Focus	Headline Considerations
Students with disabilities	• Every student with a disability is, first and foremost, a general education student and must be provided equitable access to grade-level standards. • All students with IEPs who are receiving special education and/or related services under the Individuals with Disabilities Education Act (IDEA) must receive reasonable and appropriate accommodations, modifications, specialized instruction, and other related services and supports in accordance with their IEP to provide access to the general education curriculum. • Teachers should ensure that students with disabilities access grade-level learning with their peers within the Least Restrictive Environment (LRE) possible, in accordance with their current offer of Free and Appropriate Public Education (FAPE). • Students with disabilities should receive Specially Designed Instruction (SDI) where appropriate and this should be addressed in the IEP. • Risking over identification of students during this time is high, and systems must monitor closely for that possibility while strengthening a MTSS for all students.
ELs	• All students identified as ELs can and must be provided access to grade-level learning with their peers in integrated classrooms, where they develop language skills, conceptual understanding, and analytical practices simultaneously. • The formative assessment process is crucial to gathering information about EL needs and progress in relation to priority learning and goals and should assess the development of language and content simultaneously. • ELs must have ample opportunities to engage in intentional and meaningful academic discourse and writing across the disciplines, as a means of accelerating content learning and language development. • Ensure continuous language progression, from identification to successful reclassification, so EL students are not scheduled to repeat learning from previous ELD lessons/units or programmed for support based on past outdated ELD performance levels. • All ELs have prior funds of knowledge from their culture, educational history, and home language they bring as assets to engage in grade-level content.

Mathematics	• Students can progress and succeed in essential grade-level learning as only some grade- level content is dependent on student mastery of precursor content that was taught in the prior year. • Remediation of such critical precursor content should be embedded with the grade-level content, no more extensive than necessary, and taught in conjunction with aligned grade- level content rather than front-loaded. • Given the above, for instructional purposes, back-to-school instructional assessments should focus just on the essential pre-learning necessary for the priority content of unit one, not the entire previous grade level.
K-2 Reading Foundations	• It is critical students learn reading foundations coherently and completely. Missed content from the spring must be taught this fall along with or prior to new skills. • This will require teachers to identify where students must begin in their learning progression, using short but meaningful and targeted assessments. • High-quality reading foundations instructional materials will provide support from publishers to make the content available in various settings to students. This will be critical as planning for remote K-2 reading foundations instruction is complex.
K-2 Reading Comprehension	• All students should progress to their next grade level in reading comprehension and begin the first unit with their peers. • Reading comprehension does not require a standards-based assessment at re-entry; rather, teachers should identify what vocabulary and background knowledge students will need for success in unit one.
3-12 Reading Comprehension	• All students should progress to their next grade level in reading comprehension and begin the first unit with their peers. • Reading comprehension does not require a standards-based assessment at r-reentry; rather, teachers should identify what vocabulary and background knowledge students will need for success in unit one.
Science	• Science learning and assessments should be at grade-level and focus on the integration of knowledge and practice to make sense of phenomena or problems. • This way of teaching may require adapting existing high-quality materials for remote settings, but it is critical for engaging all learners. • All students, including elementary students, should experience high-quality science instruction regularly.

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