

Guidance for Distance Learning Instruction | April-June, 2020

To: Elementary Principals and Teaching Staff

From: Debbie Nicolai; Curriculum, Instruction & Innovation

Introduction: As outlined by ODE in the [Distance Learning For All Guiding Principles](#), our task is to ensure *Care, Connection and Continuity of Learning*. Key elements of Distance Learning include:

- Every student regularly connects with their teacher(s).
- Teachers and students prioritize time together to focus on the most important or relevant learning.
- Teachers, families, and caregivers work as a team, anchored in partnership. Together, teachers and families co-facilitate learning, design consistent routines, and establish the learning environment.
- Teachers continue to monitor, report and record each student's progress towards learning goals and standards, encouraging critical problem solving, collaboration, communication and creativity.
- Schools provide multiple, flexible opportunities - for our high school students in particular - to earn credit on their pathway to graduation.

We must also continue to focus on student belonging, care, connection, well-being and mental/social-emotional health. In this, we must strive to:

- Actively engage and nurture relationships with students, families, and community.
- Center equity in all outreach and communication efforts with parents and caregivers.
- Encourage, support and provide opportunities for active collaboration and communication between school leaders, teachers and all school staff.

Purpose: Recognizing that a move to Distance Learning would severely interrupt the established Scope and Sequence of the elementary curriculum, an Essential Skills list has been created to ensure that students – in all eleven elementary schools – receive an equitable, aligned and documented learning experience to end the 19/20 school year.

Process: The ELA and Math standards (targeted for April-May instruction), articulated and identified by Genny Muramatsu, Christie Rivera and Lori Fenn, were prioritized by all elementary teachers via a survey. The survey results clearly identified the single standard of instruction, by content, that teachers felt was most important to address via Distance Learning. These standards were then broken down into “essential skills” by Genny Muramatsu, Erin Hanson, Holly Wilkes, and Pamela Marks. The tables below are the product of this work.

Next Steps: This Scope and Sequence Overview will be separated into weekly content targets. Principals will share the weekly documents with their staff to enhance the instructional planning process. Grade level teams may design pre-assessments to align with the targets.

Family communication will be delivered weekly by the Communications department to inform parents of the content targets.

Lesson plan samples, using the UDL template, will be provided for the weekly content targets. Teacher input, feedback and collaboration in the building and implementation of these lesson samples will greatly increase the rigor, relevance and effectiveness of the lesson samples.

Intended Outcome: All new instruction, K-5, will be derived from this list, or from the pre-requisite skills necessary to address this list.

Questions, Concerns, Input and/or Feedback: We welcome your active participation in this work! Please email Debbie Nicolai for further information or clarification, Christie Rivera for ELA content support, or Lori Fenn for Math content support.

Instructional Focus: Kindergarten

Reading Standard: RL.K.3 Identify characters, settings and major events in a story

Essential Skills:

- Explain that to retell a story means to explain what happened, or the important events in the story.
- State that narratives have a beginning, middle, and end.
- State that the beginning is what happens first in a story, the middle is what happens in between the beginning and the end of a story, and the end is what happens last in the story.
- Describe what happens in a specific passage or on a specific page of a book.
- Identify a detail that relates to an event from a story.
- State that characters are the people a story is about.
- State that animals and objects can be characters if they talk or act like humans.
- Identify characters in a favorite story or movie.
- Identify illustrations that show one or more characters.
- State that the setting is the where and when of a text.
- Identify a setting from a familiar story or movie.
- Identify illustrations that give clues about a setting.
- Identify different places a story can take place (such as in a forest, in a school, in a house).
- Identify different times of year or day a story can take place (such as daytime, nighttime, summer, winter).

Foundational Skills Standard: RF.K.2d: Isolate/pronounce the initial, medial, and final sounds in three phoneme (CVC) words

Essential Skills:

- Isolate the initial sound in spoken words that follow a CVC pattern.
- Isolate the medial vowel sound in spoken words that follow a CVC pattern.
- Isolate the final sound in spoken words that follow a CVC pattern.

Writing Standard: W.K.3: Narrative of single event or loosely linked events - tell about events in order, provide reaction to events (combination of drawing, dictating, writing)

Essential Skills:

- State that telling a story means describing a real or imagined event.
- List ideas for a narrative.
- List the characters in a narrative.
- Identify the setting of an event.
- Sketch a plan for a narrative that shows the characters and main event.
- Choose the word, from two or more choices, that best describes a person, place, or thing (for example, identify that the word hot describes a desert better than the word cold).
- Describe items in an illustration using descriptive words.
- Identify describing words in a sentence.
- Draw a picture of a familiar person, place, or thing.
- List words that could describe a specific person.
- List words that could describe a specific place.
- List words that could describe a specific thing.

Math

Essential Skills:

- Say number names in the range of 1-19 in the correct order.
- Say the names of multiples of 10 in the correct order.
- Explain the structure of the number sequence.
- Differentiate between the tens component and the ones component of a given (two-digit) number name.
- When given a number name in the range 1-100, say the numbers immediately before and after the given number.
- Identify whether a given number name in the range 1-100 appears before or after another number name in the count sequence.
- Explain that the names of multiples of 10 are paired with number names in the range 1-9 only.
- Identify points of transition between the names of multiples of 10.
- Explain that each written number represents one and only one spoken number.
- Read digits in the range 0-9.
- Write digits in the range 0-9.
- Associate digits in the range 0-9 with the correct number name.
- Place digits in the range 0-9 in the correct order.
- Explain that a written number may consist of more than one digit.
- Explain that the leftmost number in a two-digit number represents the name of a multiple of 10.
- Associate the names of multiples of 10 with digits in the range 1-9.
- Describe the rightmost digit of a two-digit number as representing the number of counts after the multiple of 10 represented by the leftmost digit.
- Explain that zero in the rightmost place of a two-digit number indicates a multiple of 10.
- Explain that numbers with two digits will always “come after” numbers with only one digit in the count sequence.

Reading Standard: RL.1.3: Describe characters, settings, events***Essential Skills:***

- State that a narrative has a beginning, middle, and end.
- Identify the important event(s) that occur on each page of a narrative.
- Identify the main characters of a narrative.
- Describe what happened during a particular event in a narrative.
- Describe how a narrative starts.
- Describe how a narrative ends.
- State that the main characters in a narrative are the people the story is mostly about.
- Explain that animals and objects can be characters in a narrative if they have human characteristics.
- State that describing characters means explaining how a character looks, acts, and feels during a narrative.
- Identify the main characters in a text.
- Annotate words the author uses to describe how a character looks, acts, or feels at a specific point in a narrative.
- Identify what a character does during a particular event.
- Identify clues in a text that describe how a character feels or what the character thinks during a particular event.
- Identify images that contain a particular character.
- State that the setting is the time and place of a narrative.
- State describing a setting means explaining where and when a narrative takes place.
- List qualities of a setting's place that can be described (such as exact locations, indoors or outdoors, city or country).
- List qualities of the setting's time that can be described (such as seasons, time of day, time period).
- Identify illustrations that show the settings in a narrative.
- Identify words that explain where or when a narrative takes place.
- Identify features of a setting that are familiar and unfamiliar.
- Explain what is already known about a particular setting (for example, if a narrative is set in the desert, it will likely be hot).

Writing Standard: W.1.3: Narrative- recount 2+ sequenced events with details, temporal words to signal event order, and sense of closure***Essential Skills:***

- Identify the topic for a narrative from a prompt.
- State that setting is the where and when of a narrative.
- State that characters are the people in a narrative.
- State that an event is something important that happens in a narrative.
- State that a narrative should have a beginning, a middle, and an end.
- List possible events that relate to a topic.
- Choose two or more events to include in a narrative that best relate to its topic.
- State that descriptive details help a reader picture the characters, events, and settings of a narrative.
- State that adjectives are words that describe nouns.
- State that one way to add descriptive details is to add adjectives.
- List types of adjectives (such as color, size, shape, age).
- State that one way to add descriptive details is to use sensory words, or words that describe the five senses.
- List sensory details that could describe what was experienced during a specific event or in a specific setting.
- Sketch illustrations of events in a planning organizer for a narrative.
- Explain that a sequence of events is several events told in order.
- State why the sequence of events in a narrative is important by describing how the text would be different if the order was different.
- Put a sequence of events in the correct order (for example, decide what comes first, second, and third: lunch, recess, or the end of the school day).
- List words that can be used to show the order of events (such as first, next, then, in the end).

Math: Word Problems

Essential Skills:

- Identify the total (the quantity of which the other quantities are complementary parts) in an addition or subtraction situation given as a verbal description or word problem.
- Diagram the relationship between the quantities of an addition or subtraction situation relating quantities.
- Interpret the language of an addition or subtraction situation given as a verbal description or word problem to identify the relationships or operations indicated by the situation.
- Identify the question being asked in a verbal description or word problem describing an addition or subtraction situation.
- Represent unknown values with symbols in addition or subtraction equations.
- Write an equation to describe an addition or subtraction situation given as a verbal description or word problem.

Teacher-Led Instructional Focus: 2nd Grade

Reading Standard: RL.2.2: Recount stories and determine their central message, lesson, or moral

Essential Skills:

- Identify the role of the beginning in a narrative (such as to introduce the setting, characters, and problem or conflict).
- Identify the role of the middle in a narrative (such as to develop the conflict or problem through character interactions, events, and a climax).
- Identify the role of the end in a narrative (such as to resolve the main conflict or problems in a satisfactory way).
- Identify when a character, setting, or problem is introduced in a narrative.
- Describe how a problem or conflict is resolved in a narrative.
- Identify important events in a narrative.
- State that in a description relationship, smaller details or ideas are used to describe a main idea.
- State that a sequence relationship shows the order in which events or actions occur.
- Describe a series of events (for example, explain that a person getting ready for school wakes up, gets dressed, eats breakfast, brushes her teeth, combs her hair, packs her lunch, picks up her backpack, and walks to the bus stop).
- Identify when one event occurred in relation to another event in a text. Identify a detail in a text that provides an example or description of a main idea.

Writing Standard: W.2.3: Narrative- well-elaborated event or short sequence of events with details and sense of closure

Essential Skills:

- Describe what kinds of events will be included in a draft using a prompt.
- Use a graphic organizer to outline the beginning, middle, and end of a narrative.
- Sketch images of different events from the beginning, middle, and end of a narrative.
- Describe why transition words and phrases are important.
- List transition words that show the order of events (such as first, next, then, after that, finally).
- Draft a sentence using a transition word or phrase.
- Identify places in a narrative draft where a new event begins.
- Identify the settings and characters in a narrative.
- Explain that descriptive details are words and phrases that help a reader picture the setting, characters, objects, and events in a narrative.
- List qualities or characteristics that adjectives can describe (such as age, size, color, shape).
- Identify examples of descriptive details in a narrative text.
- List words and phrases that could describe a place in a text.
- List words and phrases that indicate what time of day or year a narrative takes place (such as in the summer, that night, during, while).
- List words and phrases that could describe how a character looks and feels during a particular event.
- List words and phrases that could describe how a character acts.
- Describe specific actions that could show how a character feels during a particular event (for example, if a character is angry, she might cross her arms and frown).
- Sketch how a character looks and acts during a specific event.

Math: Word Problems

Essential Skills:

- Fluently add and subtract within 100.
- Identify keywords that indicate mathematical operations and relationships.
- Identify addition and subtraction relationships between quantities given in word problems.
- Create diagrams or equations with a symbol for the unknown quantity to model addition and subtraction situations from word problems.
- Rewrite a given addition or subtraction equation as multiple different addition or subtraction equations relating the same numbers.
- Explain that a given length is equal to the sum of the smaller lengths that make up that length.
- Explain that the difference between two lengths can be determined by subtracting the shorter length from the greater length.
- Explain that when adding or subtracting measurements, the measurements must be in the same unit type and the resulting sum or difference will also be expressed as a measurement in that unit type.
- Represent the addition and subtraction of length measurements using diagrams or drawings.
- Represent the addition and subtraction of length measurements using equations.
- Identify the relationships between different measurements given in verbal descriptions and word problems.

Teacher-Led Instructional Focus: 3rd Grade

Reading Standard: RL.3.2: Recount stories and determine the central message using key details

Essential Skills:

- Explain that a message, moral, or lesson is something an author wants a reader to learn.
- Explain that messages, morals, and lessons do not just apply to one text, but apply to a reader's life as well.
- Identify examples of messages, morals, or lessons from texts.
- List important character actions throughout a text.
- Identify repeated details, actions, or events in a text.
- Describe whether a particular action or event in a text caused something good or bad to happen.
- Describe how a character changes by the end of a text.
- List lessons the main character may have learned from events in a text.

Writing Standard: W.3.4: Produce writing with development and organization appropriate to task and purpose

Essential Skills:

- Explain the purpose of an introduction.
- Identify the topic of a text.
- Underline words and phrases in a question, prompt, or set of instructions that state what needs to be addressed in a response.
- Generate possible strategies for interesting a reader in a topic.
- Draft an interesting question or statement that would intrigue a reader and relates to a topic.
- Draft a thesis sentence using language from a prompt and a text's main idea.
- Draft a topic sentence for a paragraph using details from the thesis and the paragraph's main idea.
- Identify the main categories of information that need to be included in a text using a prompt, question, or instructions.
- Describe what kind of information needs to be included in the introduction, body, and conclusion of a text.
- Identify texts that relate to a topic or prompt.
- Identify facts, details, and examples in a text that relate to a particular topic.
- Create a graphic organizer or outline to organize information for a text.
- Label different categories of information in a graphic organizer or outline.
- Generate examples of facts, details, or examples that fit in a particular category of information.
- Explain the purpose of a conclusion.
- Underline the main idea in the introduction of a text.
- Describe what a reader should have learned or want to do by the end of a text.
- Identify the main ideas that a reader should remember after reading a text.
- Draft a conclusion statement for a text that restates the main idea.

Math: Word Problems

Essential Skills:

- Describe the properties of operations (associative, commutative, and distributive).
- List the order of operations (expressions in parentheses, exponents, multiplication and division from left to right, addition and subtraction from left to right).
- Write numbers given in verbal or written form in standard form.
- Identify keywords indicating the four operations in problems given as verbal descriptions and word problems.
- Identify mathematical relationships and structures between quantities in problems given as verbal descriptions or word problems.
- Represent unknown quantities with symbols or letters.
- Add and subtract whole numbers within 1,000.
- Multiply and divide whole numbers within 100.
- Identify the question being asked by a problem given as a verbal description or word problem.
- Identify relevant quantities in problems given as verbal descriptions or word problems.
- Identify the form of the answer, including correct units, for problems given as verbal descriptions or word problems.
- Draw and label diagrams to represent information given in verbal descriptions and word problems.
- Evaluate a given numerical expression involving all four operations using the correct order of operations.
- Estimate the sums, differences, products, and quotients of one-digit and two-digit numbers.

Reading Standard: RL.4.2: Determine a theme and summarize a text***Essential Skills:***

- Identify the topic sentence in a paragraph.
- Identify important people, places, events, or ideas in a text.
- Explain how a detail in a paragraph relates to a topic sentence or section heading.
- Describe specific details in a text.
- Paraphrase the main ideas in a text.
- Explain why one idea in a text is more important than another.
- Explain what information should be included in a summary of a fiction or nonfiction text.
- Use text features to identify the topic of a nonfiction text.
- Identify the main characters, setting, and conflict in a fiction text.
- Create a timeline of events or outline for a text.
- Use a summary sentence frame or a graphic organizer to generate a summary of a text.
- State that a theme is a message or lesson that an author wants to convey in a text.
- List common themes (such as the importance of friendship, growing up, greed as downfall).
- Describe how a main character acts at the beginning and end of a text.
- Describe how a main character changes by the end of a text.
- Identify any lessons the main character must learn in order to change.
- Annotate repeated words, phrases, or ideas in a text.
- Explain how a repeated word, phrase, or idea relates to a real-life problem or concept.

Writing Standard: W.4.4: Produce clear, coherent writing that is developed and organized for a task or purpose***Essential Skills:***

- Explain the purpose of an introduction.
- Explain what kind of content needs to be included in an introduction.
- Identify the topic of a text.
- Identify important concepts, people, or events a text will discuss.
- Outline important information about concepts, people, or events that a reader will need to know.
- Explain the purpose of a thesis statement.
- Draft a thesis statement that addresses a prompt.
- Generate possible questions, statements, or stories that could be used to engage a reader in a topic.
- Explain the purpose of paragraphs or sections of a text.
- Demonstrate how to format a paragraph or section of a text.
- Explain what kind of content needs to be included in each body paragraph of a text.
- List the main ideas of a draft using an outline or graphic organizer.
- Identify details that relate to each main idea of a text.
- Draft topic sentences for each body paragraph of a text.
- Generate ideas for sections using subtopics from notes or an outline.
- Describe when to use transitions or linking words and phrases.
- Identify details that describe a paragraph's main idea.
- List words that can be used to show how a detail relates to the main idea (such as for example, in addition, such as).
- Demonstrate how to incorporate a linking word into a sentence.
- Annotate details or evidence in a paragraph that lack linking words.
- Explain the purpose of a conclusion.
- Explain what kind of content needs to be included in a conclusion.
- Outline the main ideas of a draft.
- Annotate the thesis statement in a draft's introduction.
- Restate a thesis statement in new language in a draft's conclusion.
- Explain what a reader should know or believe by the end of a text.
- Explain what a reader can do with the information in a text.

Math: Word Problems

Essential Skills:

Addition and Subtraction

- Explain that a digit in a given place has a value equal to 10 times the value it would have in the place to its right.
- Subtract whole numbers using models, diagrams, and strategies based on place value and the properties of operations.
- Express numbers in expanded form.
- Subtract two numbers by subtracting corresponding place values.
- Regroup the minuend of a subtraction problem so that each place value represents a larger value than the corresponding place value in the subtrahend.
- List the steps of the standard algorithm for subtraction

Multiplication

- Explain the relationship between multiplication and division.
- Interpret a multiplication equation as a comparison.
- Identify terms and phrases in verbal descriptions and word problems that indicate multiplicative comparisons and differentiate them from additive comparisons.

Division

- Explain that a division problem in which the divisor does not divide evenly into the dividend will produce a remainder.
- Explain that the remainder of a division problem will always be smaller than the divisor.
- Represent the answers to division problems in which the divisor does not divide evenly into the dividend using models or diagrams.

Teacher-Led Instructional Focus: 5th Grade

Reading Standard: RL.5.2: Determine theme from details in the text, how characters respond to challenges; summarize

Essential Skills:

- Identify the central characters, setting, and conflict of a narrative.
- Annotate the main actions and events in each chapter or paragraph of a narrative.
- Identify the main topic of a nonfiction text by examining text features.
- Annotate the main ideas in each paragraph of a nonfiction text.
- Explain what specific details from a text communicate about a topic.
- Use text features to predict what the main topic of a section or text might be.
- Annotate examples or descriptions of an idea or process.
- Annotate quotes or references to other people's ideas in a text.
- Make a list of important details that relate to the topic of a text.
- Know that a theme is a message or lesson conveyed by a text.
- State that a theme can apply to multiple texts and to real life.
- Identify the main conflict or problem in a text.
- Describe how a main character or speaker acts throughout a text.
- Describe how a character or speaker reacts to a problem or conflict.
- Describe how characters treat one another in different passages of a text.
- Explain how a character or speaker changes over the course of a text.
- Describe a concept or idea that appears throughout a text.

Writing Standard: W.5.10: Write routinely over extended/shorter time frames for a range of tasks, purposes, and audiences

Essential Skills:

- Describe common purposes of a text (such as to inform, persuade, entertain).
- Identify verbs in a prompt that describe the purpose of a response.
- Annotate keywords in a prompt that describe the necessary content of a response.
- List the requirements for a response using its prompt.
- Identify what type of text needs to be written in response to a prompt (such as story, essay, letter, article).
- Describe important components of a particular text type (for example, an informative piece needs to have an introduction, body, and conclusion).
- Identify whether a prompt asks for a persuasive, informative, or narrative piece of writing.
- Annotate keywords in a prompt that describe the intended audience of a response.
- Identify the audience of a response to a prompt.
- Explain how word choice and style in a formal text are different than everyday speaking and writing styles.
- Identify words that should not be used in formal texts (such as slang, informal abbreviations).
- Explain why it is important to think about the audience of a text.
- Describe possible ways to appeal to a particular audience in a text (for example, if the audience is peers, use entertaining or funny language to make them interested in a topic; if the audience is parents, use formal language and facts to support the opinions presented).

Math: Word Problems

Essential Skills:

- Identify quantities from verbal descriptions and word problems.
- Identify numerical relationships from verbal descriptions and word problems.
- Rewrite verbal descriptions of numerical operations as numerical expressions using arithmetic symbols.

Multiplication

- Identify mathematical relationships and structures between quantities in verbal descriptions and word problems.
- Diagram the relationships between quantities given in verbal descriptions and word problems.
- Apply the properties of multiplication to statements of multiplicative comparison.
- Write equations to represent multiplicative comparisons given as verbal descriptions and word problems.

Division

- Identify the greatest multiple of a divisor that fits completely into the dividend.
- Explain that the answer to a division problem in which the divisor does not divide evenly into the dividend can be calculated by determining the greatest number of times the divisor does fit completely into the dividend, expressing that number as the quotient, and expressing the difference between the dividend and the product of the divisor and quotient as the remainder.
- Write an equation representing the relationship between the dividend, divisor, quotient, and remainder of a given division problem.
- Interpret the remainder of a division problem in terms of the context.
- Identify the question being asked by a problem given as a verbal description or word problem.