



Priority Instructional Content

Produced by Student Achievement Partners, *2020–2021 Priority Instructional Content in ELA/Literacy and Mathematics* names the priorities in mathematics that should be the focus of instruction for educators in the coming academic year. Instructional considerations include priorities in each grade, opportunities for combining lessons, eliminating lessons, etc., and recommendations for integrating previous-grade content within relevant grade-level work.

This school year presents a unique set of opportunities and challenges due to the disruption to instruction in spring 2020, but it is critical that all students--including those with specialized learning needs--pursue grade-level academic content when they return to school. While many students will have incomplete prior-grade learning, extensive assessment and remediation at the expense of time spent on grade-level instruction will further jeopardize students' academic growth. [achievethecore.org]



Priority Instructional Content and *Investigations 3* Grade K

For Kindergarten students entering school, the challenges may not be connected to incomplete prior-grade learning. However, this very different school year will likely bring different challenges. With this in mind, instructional considerations are included for Kindergarten content.

The chart below shows which Grade K investigations correlate to the priorities for each cluster/standard. The chart indicates which investigations or part of investigations should be combined and integrated to help with time available. How these priorities are enacted will depend on many factors including class organization, time available and mode of instruction (i.e. in-person or remote).

The following bullets show how to implement the recommendations in the chart.

- *Combine* sessions by including together discussions or activities on similar concepts from an investigation. Consider combining introductory activities, Classroom Routines, and combining Math Workshop options from multiple sessions.
- Some work is called to be *integrated* as detailed in the chart. *Investigations 3* already includes careful integration of this content and so no special considerations are necessary.

Clusters/ Standards	Student Achievement Partners Instructional Considerations	<i>Investigations 3</i> Grade K Content
K.CC.A		Unit 1 Investigations 1, 2, 3 Unit 2 Investigations 1, 2 Unit 3 Investigations 1, 2 Unit 4 Investigations 1, 2, 3 Unit 5 Investigation 1 Unit 6 Investigations 1, 2, 3 Unit 7 Investigations 1, 2, 3 Unit 8 Investigations 1, 2, 3
K.CC.B	No special considerations for curricula well aligned to knowing number names, counting, and comparing numbers, as detailed in these clusters. Time spent on instruction and practice should NOT be reduced.	Unit 1 Investigations 1, 2, 3 Unit 2 Investigations 1, 2 Unit 3 Investigations 1, 2 Unit 4 Investigations 1, 2, 3 Unit 5 Investigation 1 Unit 6 Investigations 1, 2, 3 Unit 7 Investigations 1, 2, 3 Unit 8 Investigations 1, 2, 3
K.CC.C		Unit 1 Investigations 2, 3 Unit 2 Investigations 1, 2 Unit 3 Investigations 1, 2 Unit 4 Investigations 1, 2, 3 Unit 5 Investigation 1 Unit 6 Investigations 1, 2, 3 Unit 7 Investigations 1, 2, 3 Unit 8 Investigations 1, 2, 3
K.OA.A	No special considerations for curricula well aligned to understanding addition and subtraction, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.	Unit 4 Investigations 1, 2, 3 Unit 6 Investigations 1, 2, 3 Unit 7 Investigations 1, 2, 3 Unit 8 Investigations 1, 2, 3
K.NBT.A	<i>Combine</i> lessons on numbers 11–19 to address key concepts in order to reduce the amount of time spent on this cluster. <i>Limit</i> the amount of required student practice.	Unit 6 Investigation 3 Unit 8 Investigations 2, 3

K.MD.A	<i>Combine</i> lessons on describing and comparing measurable attributes to address key concepts across this cluster in order to reduce the amount of time spent on this cluster. <i>Limit</i> the amount of required student practice. (Note that standards in K.MD.A do not require use of measuring devices or measurement units.)	Unit 2 Investigation 2 Unit 4 Investigation 1 Unit 6 Investigation 1 Unit 8 Investigations 2, 3
K.MD.B	<i>Integrate</i> classifying and counting objects (K.MD.B) with other counting and comparison work in the grade (K.CC.A, B, and C) in order to reduce the amount of time spent on this cluster.	<i>Investigations 3</i> includes careful integration of this work, so no special considerations are necessary.
K.G.A	<i>Combine</i> lessons on identifying, describing, analyzing, comparing, and composing shapes to address key concepts across the clusters in this domain in order to reduce the amount of time spent on this cluster.	Unit 1 Investigations 1, 2, 3 Unit 3 Investigations 1, 2 Unit 4 Investigation 3 Unit 5 Investigation 1 Unit 7 Investigations 1, 2, 3
K.G.B		Unit 1 Investigations 1, 2, 3 Unit 3 Investigations 1, 2 Unit 4 Investigation 3 Unit 5 Investigation 1 Unit 7 Investigations 1, 2, 3