Welcome to

Prioritizing the Next Generation
New York Learning Standards
During Distance Learning

Larry Ainsworth
East Suffolk BOCES and
ESBOCES Curriculum Council
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Definitions

Priority Standards Supporting Standards

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Identifying Specific Standards to Emphasize the Most

Priority Standards Defined

Priority Standards are “a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared for the standards at the next grade level or course.

“Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course.”
(Ainsworth, 2013, p. xv)

Supporting Standards Defined

Supporting Standards are “those standards that support, connect to, or enhance the Priority Standards. They are taught within the context of the Priority Standards, but do not receive the same degree of instruction and assessment emphasis as do the Priority Standards.

“The supporting standards often become the instructional scaffolds to help students understand and attain the more rigorous and comprehensive Priority Standards.”
(Ainsworth, 2013, p. xv)
**ELA Example:**

**Priority Standard** and **Supporting Standards**

**Informational Text**
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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**Math Example:**

**Priority Standard** and **Supporting Standards**

6.RP.A.3 USE ratio and rate reasoning to SOLVE real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship.

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**Why Prioritize?**

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Time and Viability

“In the current era of standards-driven curriculum, viability means ensuring that the articulated curriculum content for a given course or given grade level can be adequately addressed in the (instructional) time available.”


More Years in School?

“To cover all this content, you would have to change schooling from K-12 to K-22! The sheer number of standards is the biggest impediment to implementing standards.”


### Number of New York Next Generation ELA Standards

<table>
<thead>
<tr>
<th>Grade</th>
<th>New Gen</th>
<th>Common Core</th>
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</thead>
<tbody>
<tr>
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<td>77</td>
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<tr>
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<td>ELA 9-10</td>
<td>54</td>
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<td>ELA 11-12</td>
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Number of New York Next Generation Math Standards

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<th>6</th>
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<th>8</th>
<th>Algebra 1</th>
<th>Geometry</th>
<th>Algebra 2</th>
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<td>83</td>
<td>43</td>
<td>74</td>
</tr>
</tbody>
</table>

Two Essential Questions to Consider:

1. Are all of the NY State P-12 Next Generation Learning Standards in the elementary, middle, and high school grades equally important for students to acquire in order to be ready for the standards at the next level of learning?

2. Will the length of the school year – prior to state testing – afford teachers the time needed to adequately teach, assess, re-teach, and reassess students on all the NY State P-12 Next Generation Learning Standards?
If the answer to either of these two questions is "No," prioritization is the only logical option.

**How to Balance Depth and Breadth?**

Focus on fewer standards for **depth of understanding, not coverage of content**. Prioritizing makes it possible for educators to be more creative and use more of their expertise because they are not continually “running on the standards treadmill,” trying in vain to get everything in.

Larry Ainsworth, Prioritizing the Common Core, 2013, p. 19

**Won’t Prioritizing Eliminate Certain Standards In Favor of Others?**

**Key Message to Keep In Mind:** Prioritization, Not Elimination!

Larry Ainsworth, Prioritizing the Common Core, 2013, p. 17 and p. 54
So...**WHO** Prioritizes?
And **HOW** Do We Do It?

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**Established Criteria For Prioritizing Standards**

<table>
<thead>
<tr>
<th><strong>Readiness</strong></th>
<th><strong>Endurance</strong></th>
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<tbody>
<tr>
<td>(for next level learning)</td>
<td>(concepts and skills that last over time)</td>
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<tr>
<th><strong>External Exams</strong></th>
<th><strong>Leverage</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(national, state, college, career)</td>
<td>(interdisciplinary connections)</td>
</tr>
</tbody>
</table>

Larry Ainsworth, Prioritizing the Common Core, 2013, p. 26

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**NYS 3-8 ELA Question Trends and Regents 2013-2019**

[https://sites.google.com/e1b.org/math/nys-assessments](https://sites.google.com/e1b.org/math/nys-assessments)
**Priority Standards** and Supporting Standards

Priority Standards are like fence **posts**. They "anchor" the unit like a post anchors the fence.

Supporting standards are like fence **rails**. They connect the posts and support the fence.

Larry Ainsworth, *Prioritizing the Common Core*, 2013, p. 18

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**Fence Post or Fence Rail?**

When prioritizing two similar standards, decide which one is the **more comprehensive or rigorous**—not the one that is more foundational.

Larry Ainsworth, *Prioritizing the Common Core*, 2013, p.19

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"We would need to teach this standard first to help students learn how to do this more rigorous one."

Think of the supporting standards as **instructional scaffolds** to help students attain the more rigorous **Priority Standards**.

Larry Ainsworth, *Prioritizing the Common Core*, 2013, p.6

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Prioritizing the Standards IN PERSON

VERTICAL ALIGNMENT
A key step in the proven P-12 prioritization process is the vertical alignment of selected priorities from one grade level to the next so there is a vertical “flow” from pre-school through high school.
**Priority Standards Steps**

<table>
<thead>
<tr>
<th>STEP</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEP 1:</td>
<td>Make initial selections using selection criteria. Reach initial consensus.</td>
</tr>
<tr>
<td>STEP 2:</td>
<td>Chart selections for each grade.</td>
</tr>
<tr>
<td>STEP 4:</td>
<td>Acquire feedback from all staff after initial selection.</td>
</tr>
<tr>
<td>STEP 5:</td>
<td>Look for connections to state assessments.</td>
</tr>
<tr>
<td>STEP 6:</td>
<td>Revise, publish, and distribute. Review annually to make changes or adjustments as needed.</td>
</tr>
</tbody>
</table>

Adapted from Larry Ainsworth, *Prioritizing the Common Core*, 2013, p. 36

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**What Criteria Should Teachers, Schools, And Districts Use to Prioritize Standards At This Time?**

- We can’t do it all, even during a full school year, let alone under current circumstances.
- We have limited time online with kids, so there needs to be a sharp focus on essential standards that prepare students for the next level of learning, esp. given the loss of these remaining weeks in the school year.
- Students will most likely be entering the next grade level or course without the expected pre-requisite learning from the prior grade or course.

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**Established Criteria For Prioritizing Standards**

- **Readiness** (for next level learning)
- **Endurance** (concepts and skills that last over time)
- **External Exams** (national, state, college, career)
- **Leverage** (interdisciplinary connections)

-Larry Ainsworth, Prioritizing the Common Core, 2013, p. 26

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**Prioritized Selection Criteria During Distance Learning**

- **Readiness** for next level of learning

- **Current Grade or Course Standards**

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**Support Vertical Alignment: Match Current Grade Level Standards With Next Grade Level or Course**

- Without the benefit of collaboration, teachers need to confidently rely upon their individual professional judgment.
- Select a third-quarter or fourth-quarter instructional focus in the current grade or course.
- Identify one or two prioritized standards specific to that instructional focus.
- To support vertical alignment, look for connections to those same standards in the grade or course above.
How Are The Selected Priority Standards Used In The Teaching And Learning Process, Particularly During Distance Learning?

1. Select a unit topic you would have taught—one you know is important for students to learn.
2. Identify 1-2 standards that match—choose from Priority Standards if you have them; if not, use your professional judgment.
3. Check next grade or course for same standards to see what's required there; this reconfirms importance and vertical alignment.

4. Keep in mind: Priority Standards are rigorous and require pre-requisite learning—from simple to complex.
5. Think: “What would be the ‘building blocks’ or learning progressions I would need to teach students first?”
6. Look at current grade supporting standards to identify these pre-requisites.

Prioritized Selection Criteria During Distance Learning

Readiness for next level of learning

Current Grade or Course Standards

Next Grade or Course Standards

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How Are The Selected Priority Standards *Used* In The Teaching And Learning Process, Particularly During Distance Learning?

7. Plan a short unit of study with related instruction and learning activities.
8. Create short, quick progress checks that will provide credible evidence of student learning.
9. Interpret student responses to identify learning gaps.
10. Use these formative assessment results to adjust instruction as needed.

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**Four Connected Practices**

- Teach
- Assess
- Interpret
- Adjust

THE RESULT?
In our current situation with these limitations, no one can! Remember that Priority Standards are never taught in isolation. Priority Standards receive greater emphasis in instruction and assessment, but supporting standards provide the scaffold of prerequisite learning progressions that lead to the more rigorous Priority Standards. During distance learning, we can identify and teach Priority Standards and related standards within short units of study. Depth of focus by targeting a few standards is better than a superficial coverage of many.

How Do We Hold Students Accountable For Meeting All Grade Level Expectations If We Prioritize Only A Few Standards?

The standards are always the focal point. The curriculum is what teachers use to help all students achieve the standards, not the other way around. Referring to the Priority Standards, identify which aspects of the curriculum should receive the greatest emphasis. These become the curriculum priorities. Identify which aspects of the curriculum can serve as supports for the curriculum priorities. Select those curriculum activities that will help students achieve the Priority Standards. Deemphasize time-consuming ones that don’t.

What Are Strategies For Prioritizing Curriculum?

Next Steps In Prioritizing the NY State PK-12 Learning Standards During This Time

Prioritize the K-12 ELA and Math Standards VIRTUALLY!
YOUR Questions

FOR ALL YOU DO FOR YOUR DISTRICT SCHOOLS, TEACHERS, AND STUDENTS...

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