

PreK-3RD GRADE TRANSITION RESOURCES

This document was created by staff from Office of Superintendent of Public Instruction and the nine Educational Service Districts as a resource to educators across the earliest years of school, PreK–3rd grade. It is intended to support a smooth transition this fall for students who are just beginning their formal education or who may have experienced disruptions to their early education due to COVID-19.

The many tools and resources shared here reinforce prioritizing relationship development and taking time to learn about the strengths and needs that students bring.

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USE OF DEVELOPMENTAL PROGRESSIONS

The COVID-19 pandemic may have disrupted opportunities young students have to participate in classroom-based learning with peers, but children have undoubtedly continued to learn and grow. Even without disruptions to their formal education, children's development across PreK–3rd grades is naturally wide-ranging. Students who are the same age or are in the same grade can often display differing skills and abilities from one another, based in part on what experiences and opportunities they have had as well as their innate biology and tendencies. Students this age can also experience periods of rapid growth, stagnation, and even regression, at times. The wide range of skills expected at entry to school may be even more pronounced than pre-pandemic.

Development is sequential, with skills building on prior knowledge and learning. Young students pass through many key milestones on their way toward end-of-year standards. Using developmental progressions that show how learning unfolds across multiple grade levels allows teachers to identify what knowledge and abilities students possess at the start of the year and what comes next, so they can meet each student where they are and address any gaps that may exist. Examples of developmental progressions available to teachers, PreK–3rd grade include:

Early Literacy Pathways

The [Early Literacy Pathways](#) support educators, caregivers and families in understanding and supporting children's development in the areas of social-emotional development, cognitive development, language and literacy development, and reading and writing development.

Learning Pathways in Numeracy

The [Learning Pathways in Numeracy](#) features progression pathways for the development of numeracy concepts. It can be used as a quick reference to isolate children's learning along a particular pathway and determine the next steps in learning that would move children forward along a particular pathway.

Teaching Strategies *GOLD*®

As part of the WaKIDS Whole-child Assessment teachers use the developmental progressions from Teaching Strategies, called *GOLD*® Objectives for Development and Learning, to assess students across six domains: social-emotional, cognitive, language, physical, literacy and math. The developmental progressions in Teaching Strategies *GOLD*® span from birth through 3rd grade and may be useful for identifying the sequence of development in high-priority areas for students across the early grades. District administrators and teachers trained to use Teaching Strategies *GOLD*® can access the *GOLD*® Objectives for Development and Learning in the [MyTeachingStrategies® online assessment platform](#).

The Washington State Early Learning and Development Guidelines: Birth Through 3rd Grade

The Washington State Early Learning and Development Guidelines: Birth Through 3rd Grade [outlines what children know and are able to do at different stages of their development through third grade](#). This resource was designed with both educators and families in mind.

CONNECTING WITH FAMILIES

Families need time to share information about their child and voice their hopes and concerns about beginning in-person learning. Because many families may struggle to coordinate school, work, and child care schedules, and may have difficulty prioritizing time to connect with educators, teachers and families will need to create new ways to get to know one another and collaborate on learning activities that promote growth across learning settings.

Schools are encouraged to invite families to meet with their child's teacher prior to or at the beginning of the school year to initiate a relationship among the child, the family, and the teacher. While this is required for kindergarten and Transitional Kindergarten as part of WaKIDS ([RCW 28A.150.220](#)), teachers may meet with families at the beginning of the school year in other grades, counting this time as school days if districts seek a waiver for the purpose of conducting parent-teacher conferences. A district seeking a waiver solely for the purpose of parent-teacher conference days must have local school board of directors' approval and notify the Office of Superintendent of Public Instruction (OSPI). A district seeking a waiver of more than five days must request the waiver through the regular 180-day School Year Requirement waiver application process.

Building Trust and Relationships

Cultural Humility

This video from Puget Sound Educational Service District explores cultural humility, specifically having a willingness to learn and understand other cultures, and be willing to reflect on where your knowledge of other cultures is inaccurate, or needs growth

Including Voice in Education: Addressing Equity Through Student and Family Voice in Classroom Learning

This tool illustrates the necessity to incorporate student and family voices in learning, highlighting the need to create culturally responsive classrooms during and following the COVID-19 pandemic. This infographic visual provides strategies to create culturally responsive classrooms, learning and understanding student voice and family voice, strategies for supporting student voice for teachers and a deep dive into student and family voice strategies.

Family-School-Community Partnerships

The National Center on Safe Supportive Learning Environments outlines school-family-community partnership to support academic outcomes and features resources detailing partnerships for learning, along with a comprehensive handbook on Family and Community engagement.

Family and Caregiver Discussion Guide with Educators and Schools

This is a resource for families and caregivers to use to guide conversations with educators. It provides helpful tips to prepare for meetings and questions for families and caregivers to ask teachers and other educators.

From ‘Best’ to ‘Next’ Practices in Family Engagement for Educational Justice

This eye-opening conversation about the principles and practices families and communities of color are using to challenge dominant narratives about race and class and bring about promising new possibilities for transforming power and fostering solidarities across communities in education.

Family and Community Engagement: Learning for Justice

This article details how investing meaningfully and sincerely in family and community engagement is a key pillar of anti-bias education.

Engaging Families and Creating Trusting Partnerships to Improve Child and Family Outcomes

The Early Childhood Technical Assistance Center (ECTA) offers this four part web broadcast series aimed at supporting early intervention (EI) and early childhood special education (ECSE) systems leaders with building capacity in personnel and families to develop trusting partnerships. These partnerships in a child’s early years lay the foundation for achieving the long-term intended outcomes for children/students with developmental delays and disabilities articulated in the Individuals with Disabilities Education Act (IDEA). The series features discussions of the role that data play in strengthening family-professional partnerships. Suggestions and resources for designing personnel and family development activities to support partnerships are also shared.

Division for Early Childhood (DEC) Recommended Practices/Family Checklists

The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities. The purpose of this document is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them.

Family practices refer to ongoing activities that:

1. promote the active participation of families in decision-making related to their child (e.g., assessment, planning, intervention);
2. lead to the development of a service plan (e.g., a set of goals for the family and child and the services and supports to achieve those goals); or
3. support families in achieving the goals they hold for their child and the other family members.

Evidence-Based and Promising Practices to Support Continuity of Learning for Students with Disabilities: Practices and Resources to Support Parents and Families

This [topical brief from IDEAs that Work](#) provides practice information, examples and resources to support children with disabilities and their families. The content is presented in two sections; the first for school-aged children (ages 5-18), and the second for young children (ages 2-5). The content related to young children includes categories of practices for each area of growth and skill development and begins on page 8.

Reflecting on Anti-bias Education in Action: The Early Years

This 48 minute film, [Reflecting on Anti-bias Education in Action: The Early Years](#) features vignettes of anti-bias strategies in early childhood classrooms interspersed with teachers reflecting on their practice. By taking viewers into diverse early childhood classrooms, the film seeks to demonstrate the importance of teacher reflection on identity, context, and practice in anti-bias education and provides a much-needed resource for teacher education and professional development

Advocacy

Parent Advisory Council (PAC) Guide

The purpose of the [Role of the Parent Advisory Council Training Guide](#) is for Educational Service Districts and Local Education Agency to use when training District PAC Teams in their roles and responsibilities. It can be easily modified for any group to use.

In addition, the Office of Head Start provides an interactive [Parent, Family, and Community Engagement Framework](#) which creates the mission for the two-generational anti-poverty and child development program model. Creating a clear recruitment of experienced Head Start and Early Childhood Education and Assistance Program (ECEAP) Parent Advisory Committee members to actively inform the new elementary school policies is critical to the relevance of the elementary school policies to families.

Washington Family Engagement Website

[Washington Family Engagement](#) fosters social transformation by supporting the development of multigenerational leaders from diverse backgrounds to become actively engaged in schools and communities in Washington State.

Social Emotional Learning (SEL) and the Family

Parent Engagement Practices Improve Outcomes for Preschool Children (3-5)

Video from the Best Practices in Family & Community Engagement Video Series. This January 2017 research brief describes research-based approaches to effectively engage families and children furthest from educational justice. The brief highlights findings from recent studies with preschool children (ages 3-5) and focuses on effective parent engagement models that improve school readiness outcomes in well-controlled studies. It finds that supporting parents' efforts to help their children develop during the preschool years improves a child's school readiness, reduces behavior problems, enhances social skills, and promotes academic success.

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS): Concepts and Strategies for Families and Schools in Key Contexts

This book offers an in depth exploration of PBIS supports and strategies for families and schools across grade levels.

Family Communication

Best Practices for Using Technology with Multilingual Families Toolkit

We are relying on technology more than ever, and families are overwhelmed as remote and distance learning is becoming more prevalent in their children's lives. Parents are supporting their children with numerous unfamiliar platforms and communication tools. Multilingual families are attempting to navigate these online learning environments in a new language.

This toolkit is designed to help Local Educational Agencies create and maintain effective strategies with multilingual families. We explore and model best practices for the use of technology in teaching, as well as for assessing and communicating with diverse adults. The following guide is applicable for face-to-face, blended, and online instruction, and can also serve as a toolkit.

Systems Tools and Frameworks for Family Connection

Parent Engagement and Leadership Assessment

An in-depth guide to analyzing the quality of family engagement within a system. The purpose of this assessment is to support agencies and systems to engage parents as partners and leaders to advance a more equitable, accountable, and responsive early childhood system of care.

Understanding Family Engagement Outcomes: Research to Practice Series

This [series](#) is from the Best Practices in Family & Community Engagement Video Series. This January 2017 research brief describes research-based approaches to effectively engage families and children at risk for poor school readiness. The brief highlights findings from recent studies with preschool children (ages 3-5) and focuses on effective parent engagement models that improve school readiness outcomes in well-controlled studies. It finds that supporting parents' efforts to help their children develop during the preschool years improves a child's school readiness, reduces behavior problems, enhances social skills, and promotes academic success.

Policy Statement on Family Engagement from the Early Years to the Early Grades

This [policy statement](#) from the U.S. Departments of Health and Human Services and Education provides recommendations to early childhood systems and programs on family engagement.

General Resources

Family Engagement Guidance and Toolkit

The [Family Engagement Guidance and Toolkit](#) was developed to support districts, schools, and classrooms with planning for implementation of positive family engagement and participation practices. Each section begins with guided questions that were compiled from considerations and concerns raised by workgroup members. As you review the information for each area, read from left to right to gain an understanding of the progression from Family Involvement to Family Engagement to Family Partnership. As you review each of the three, a pattern will be seen as the complexity of actions builds to a deeper commitment to constructing strong, beneficial interactions with all of Washington's 1.1 million students and their families. You will see that many different voices from the workgroup are honored and are included in the following sections. Page 20 of this Guidance includes numerous external links around Family Partnership Planning Resources.

Edutopia Family Engagement Resources

Provides relevant and timely information and has been filtered to show [articles and videos](#) related to family engagement in the current context. Many of these contributing educators share practical tips and strategies that are working for them in their classrooms. Teachers, administrators, and other school personnel will find relevant and valuable tools and resources here for strengthening bonds between schools, families, and communities.

National Center for Pyramid Model Innovations Family Engagement Resource Library

This [resource library](#) page provides guidance around family engagement and includes a link to the Early Childhood Technical Assistance (ECTA) Family engagement broadcast series along with additional related resources.

Early Learning Professional Opportunities for Ongoing Learning: Family Engagement

This [slide deck](#) is created by Josie Komorowski, Specialist for Early Learning & Special Education Initiatives at Capital Region ESD 113. It outlines the importance of working with families and provides strategies for developing relationships with families.

ASSESSMENT

Although children may have had inconsistent schooling experiences during the COVID-19 pandemic, screening children to place them in a grade level based on their scores is not an encouraged practice for this school year. As indicated in this [bulletin](#), a child's age should be the primary determinant for placement. However, we strongly encourage educators to intentionally assess children in observational settings in order to find out where each child is on a developmental continuum and design individualized instruction to meet each child where they are currently at. Below are helpful resources to support your assessment.

Resources for Educators in Assessing Children

Digital Tools & Apps Collection

[75 digital tools and apps](#) teachers can use to support formative assessment in the classroom.

Digital Promise Learner Variability Navigator

Free [online tool](#) from Digital Promise that translates the science of learner variability into easily accessible learner factor maps and strategies to improve educational product design and classroom practice. This model presents the science of learner variability in Math for grades PreK-2. It identifies the factors that are critical to learner success at this stage and the strategies to help you purposefully support each learner.

Child Outcome Summary (COS) Companion Tool

The [COS](#) is a requirement of special education programs but is a tool that can be used across settings to progress monitor and include multiple stakeholders in conversations about students growth and development. It includes sentence frames for meaningful conversations with families about children's functional skills, age-anchoring concepts, and additional resources related to COS.

The Power of Documentation in the Early Childhood Classroom

An [article](#) for early childhood educators about what documentation is, what should be documented, why documentation is important, and the stages documenters go through as they learn.

Teaching Strategies *GOLD*® -Common Core State Standards Alignment

This [document](#) aligns Teaching Strategies *GOLD*® objectives and indicators with the *Common Core State Standards*.

Understanding Observations, Reflections and Linking in Early Learning Settings

A [blog post](#) about what observations are and why we need to do them when working as early childhood educators. Great resource for those who may be newer to conducting observational assessment.

WaKIDS Family Tools and Choice Boards

These [WaKIDS resources](#) support kindergarten families and teachers with remote learning and engage students in learning activities that may inform the WaKIDS assessment. These include a Goal Planning and Reflection Sheet Choice Boards, and Discussion Prompts, Look Fors, and Observational Activities. The Goal Planning and Reflection Sheet is intended be co-created with the child, their parent/guardian and teacher during meeting times.

Funds of Knowledge

The [Funds of Knowledge Inventory Matrix](#) can help teachers record their observations and potential classroom ideas. Information for this particular instrument can be accumulated over longer periods of time for specific students, or it can be filled out after completing a home/community visit so that the information is still fresh in the teacher's memory.

Authentic Child Assessment Practices Checklist

This [checklist](#) includes key characteristics of authentic assessment practices for observing child participation in everyday activities, the real world learning opportunities that occur in the activities, child behavior in the everyday learning opportunities, and the particular learning opportunities that provide a child the richest array of competency-enhancing learning opportunities.

Division of Early Childhood (DEC) Recommended Practices

The [DEC Recommended Practices](#) were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities. The purpose of this document is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them.

Resources for Administrators in Assessing Programs

Early Childhood Technical Assistance Center Local School District PreK Inclusion Self-Assessment

This [self-assessment tool](#) provides a framework for discussion to promote partnerships among schools and early care and education providers to promote the inclusion of young children with disabilities and their families in early childhood programs. We recommend forming a cross-sector team to complete the self-assessment. As the team considers each item, reflect on your experience working together to provide services to young children and families. Once the tool is completed, decide which item(s) will be a priority for future action to improve the quality of services. Remember that all voices are important to moving a partnership forward. Early childhood programs are defined as Early Childhood Special Education, Early Intervention, Head Start, Early Childhood Education and Assistance Program, Early Head Start, Child Care, Title I Preschool, and other programs.

Early Childhood Technical Assistance Center: Indicators of High-Quality Inclusion

These [four sets of indicators](#) were designed by a group of national partners to support state leaders, local administrators and front-line personnel in the early care and education system providing programs and services to children, ages birth through five and their families.

Benchmarks of Quality-Classroom

The [Benchmarks of Quality](#) are checklists used by the leadership teams to assess where they are in the process of implementing evidence-based practices. This includes developing the necessary structures for guiding and supporting the implementation of evidence-based practices and planning the next steps in the process of full implementation, scale up, and sustainability. The benchmarks are designed to help teams move through the stages of implementation and build the systems and supports needed for high-fidelity use of the evidence-based practices. The Benchmarks of Quality are grounded in implementation science, an area of research focused on identifying critical factors and conditions needed to successfully adopt, integrate, and sustain evidence-based practices.

There are three Benchmarks of Quality used in this guide:

- State Leadership Team
- Classroom Based Programs
- Home Visiting Programs

CLASSROOM RESOURCES

Welcoming, Relationships Building Practices, Establishing Classroom Community

Caring in Education

In this [article](#) Nel Noddings explores the nature of caring relations and encounters in education and some of the difficulties educators have with them. Noddings also looks at caring relations as the foundation for pedagogical activity.

Exploration and Engagement Core Practice Elements

This flyer provides a summary of [core practice elements](#) and complete practice behaviors of the Child and Family Practice Model to support educators in leaning in, lifting up, and connecting to culture.

Exploring Cultural Concepts: Funds of Knowledge

This [activity](#) offers strategies to welcome families and acknowledge their abundant knowledge so that programs can learn from families in their engagement efforts.

Five Ways to Build Authentic and Genuine Relationships

This article from the National Association for the Education of Young Children provides [five ways to build genuine relationships with families](#).

Social Emotional Learning (SEL)

Collaborative for Academic, Social, and Emotional Learning's Social Emotional Learning (SEL) Roadmap for Reopening School

The [SEL Roadmap](#) is designed to support school leaders and leadership teams in planning for the transition back to schools, in whatever form that takes. While this guidance is written for schools, [states](#) and [districts](#) will also play critical roles.

Washington Social Emotional Learning (SEL) Implementation Brief: For Educators

Schools that focus on creating welcoming and inclusive environments and on supporting all students' social emotional development in ways that honor students' histories and cultures can promote their long-term success and well-being. Emotions and relationships directly affect how students learn and how they apply that learning. This brief gives an overview of [SEL implementation](#) and provides some resources for engaging in this work.

Washington Social Emotional Learning (SEL) Implementation Brief: Focus on Culturally Responsive Practices

Culturally responsive practices are approaches in which students' cultural strengths and identities are used as assets for developing social-emotional and academic skills that promote school and life success. This brief gives an overview of how culturally responsive practices are directly tied to SEL and provides some resources for engaging in this work.

Social Emotional Learning in Health and Physical Education

Social and emotional learning is a critical component of educating today's youth and a key component of health and physical education instruction. This document provides schools with recommendations and guidelines for school reentry for K-12 physical education, health education, and physical activity. It will be updated as necessary to incorporate changes in national guidance or recommendations.

Instructional Resources

Project Zero's Thinking Routine Toolbox

This resource provides opportunities for children to build confidence and connections through thinking routines. Rather than focusing on a particular discipline these resources encourage exploration and questioning. We recommend beginning with the "see, think, wonder" in the Core Thinking Routines tab provided within the Project Zero resource. Resources are provided in both English and Spanish.

How Can Arguing from Evidence Support Sensemaking in Elementary Science?

This resource provides guidance to educators interested in helping our youngest learners use evidence as they make sense of the world around them. This tool may be used for all content areas, not just science.

Learning Pathways in Literacy

The Early Literacy Pathway was created to support educators, caregivers and families in understanding and supporting Washington children's development in literacy and beyond. This document will support and enhance the conversation of how best to support every child's future.

The Power of Culturally Responsive Literacy Instruction

From racial injustice to culturally responsive curriculum, the education experts at Achieve3000's 2020 virtual National Literacy Summit tackled some of the toughest issues facing today's educators. In this report, we bring together best practices from three respected educators around:

- How to build better relationships with your students
- Why cultivating literacy skills isn't enough
- How to break down the barriers to equity

Mathematically Productive Instructional Routines

Mathematically productive instructional routines are short (5–15 minutes) learning activities that teachers and students engage in together on a consistent basis so that the activity becomes routine. They have a regular structure for interaction among teachers and students and can be used across content and grade levels for a variety of instructional objectives). These routines may be used for all content areas, not just math.

Considerations for Outdoor Learning

Resources compiled by OSPI staff members in promoting outdoor-based learnings, integration of outdoor learning and standards, examples from districts with current practices, and additional resources.

Content Area Learning Standards

The Washington State Academic Learning Standards provide a wealth of information and support to educators and instructional staff. As educators and instructional staff prepare and refine academic and developmental learning opportunities, the standards and their supporting resources will be a valued addition.

[English Language Arts and Literacy](#)

[Mathematics](#)

[Science](#)

[Art](#)

[Social Studies](#)

[Physical Education/Health](#)

[Social Emotional Learning](#)

Achieve the Core: Priority Instructional Content in English Language Arts (ELA)/Literacy and Mathematics

These documents name instructional content priorities in mathematics (K–8, high school) and ELA/literacy (K–12). These were developed for the 2020–21 academic year in response to the disruption of the global pandemic of COVID-19.* They provide guidance for the field about the content priorities by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards.

**Note (from Achieve the Core site): While we recommend that priorities for the 2021-22 academic year in college- and career-ready mathematics and ELA/literacy remain largely consistent, we intend to provide additional guidance in spring of 2021 to address questions we have received and concerns that we have about centering students and their well-being (specifically students who have been impacted most severely by the disruptions of the pandemic) formative assessment, strategies to address bias and racism in the classroom, and other timely topics.*

Important Prerequisite Math Standards

The [Important Prerequisite Math Standards](#) document is designed to be used across all curricula to identify which standards in a grade have critical prerequisites from the prior grade level that may interfere with a student's ability to access grade-level content.

Play as an Instructional Routine

Play-Based Learning Resource Collection

In this document, you will find a variety of resources on [play-based learning](#). Choose resources from the list that will support you in deepening your learning and refining your practice. There is a variety of content to explore in different format options (read, watch, listen, and explore).

Observing, Planning, Guiding: How an Intentional Teachers Meets Standards Through Play

This article from the National Association for the Education of Young Children outlines how to [leverage play as an instructional routine](#).

The Playful Approach to Math

This article from Edutopia walks readers through how to [leverage play](#) to teach the unlikely discipline of math. It outlines how to embrace and incorporate play into instruction.

Positive Behavioral Supports, Routines, and Expectations

Follow the Child's Lead

Teachers can support children's participation, independence, and learning in everyday classroom activities by using a practice called "[following the child's lead](#)." Child-initiated interactions are a key characteristic of this practice. Following a child's lead involves planning and adjusting classroom activities based on children's interests, facilitating children's interactions with the social and nonsocial environment, and supporting children's choices to transition from one activity to another.

Center on PBIS: Positive Behavioral Interventions and Supports

The [Center on PBIS](#) website provides a 30,000 foot overview of positive behavioral interventions and supports, outlines the three tiers of supports, and offers strategies to get started in your classroom.