

Overview

Since spring 2020, students across the state have experienced significant disruptions to their learning and inconsistent access to opportunity due to school closures, internet connectivity, quarantine time, and constantly shifting instructional models. Summer learning provides an invaluable opportunity to address learning loss and accelerate learning for students struggling academically as a result of these disruptions.

The Tennessee Learning Loss Remediation and Student Acceleration Act requires districts to provide specific summer learning opportunities to address learning loss. To maximize the impact of these experiences and ensure learning is accelerated for our students who are struggling the most, it will be critical that districts and schools prioritize challenging and engaging content that will bring students back to grade-level and accelerate learning for students who are ready. **This document outlines TNTP’s recommendations for leveraging adopted high-quality instructional materials to ensure rigorous content that accelerates learning in English Language Arts (ELA).**

Key Requirements

Summer Learning Camps for Graduating Kindergarten-Fourth Grade Students

- 5 days a week for 6 weeks
- 6 hours of daily programming, including 2 hours of ELA, 2 hours of math, and 1 hour of intervention

Learning Loss Bridge Camps for Graduating Fifth-Seventh Grade Students

- 5 days a week for 4 weeks
- 6 hours of daily programming, including 2 hours of ELA, 2 hours of math, and 1 hour of intervention

Content Recommendations

The recommendations below assume that your district or school is currently implementing high-quality, standards-aligned instructional materials for mathematics (see EdReports.org for a list of curriculum choices that align with college and career ready standards). If this is the case, TNTP recommends leveraging these materials strategically to address learning loss and accelerate student learning during summer school. If your district does not have high-quality instructional materials in place, consider using [TDOE free and open-source instructional materials](#).

First, identify where teachers are currently in the grade-level curriculum. If pacing varies significantly within or between buildings, create a plan to get teachers to similar pacing points by end of the school year. If teachers will not complete the scope & sequence of instruction for the school year, we recommend continuing with this grade-level content during summer learning.

If teachers will have completed the scope & sequence of instruction for the school year, TNTP recommends the following approach for K-2 and 3-8:

K-2

During 2 hours of core ELA instruction:

- **Reinforce grade-level learning with a strategic review of the most critical reading foundational skills from the exiting grade (approximately 60 minutes per day).** This should include explicit instruction focused on the foundational skills that are critical pre-requisites for future learning, followed by student practice both in and out of context of connected text (e.g. students practice segmenting or blending a new letter sound combination, then have opportunities to practice reading a decodable reader that targets those skills). Content can come directly from the district’s adopted curricula by identifying the lessons in which critical foundational skills are taught and practiced. End-of-year assessment data can also inform a more targeted review of skills that are identified as common gaps. For example, you might prioritize the following skills by grade-level:
 - Kindergarten: Read and spell words with short vowels and consonants (CVC) and short vowels and digraphs (CVCC/CCVC).
 - 1st grade: Read and spell words with consonant blends, Magic E, long vowels patterns and r-controlled vowels
 - 2nd grade: Read and spell multisyllabic words (syllable types, prefixes, suffixes)

- **Accelerate learning and build student confidence by building knowledge and vocabulary to support access to next year's content (approx. 60 minutes per day).** Summer learning presents an opportunity to continue the work of engaging students in complex text, evidence-based discussions, and evidence-based writing tasks that will deepen their literacy skills and build background knowledge and vocabulary. TNTP recommends prioritizing text-based instruction that will build background knowledge and vocabulary to support access to the topics explored in next year's scope & sequence (e.g., exiting second graders listen to complex read-alouds that will support access to the topics explored in the third-grade curriculum). This instruction should emphasize the shifts of the TN ELA standards that ask for instruction to move away from a skills- or strategy-based approach towards a more text- and knowledge-based approach with an explicit focus on the meaning and details of high-quality grade-appropriate text. Content can come from:
 - Unused or supplemental portions of the adopted curricula (e.g. supplemental texts, additional novel studies, knowledge quests, research modules, etc.).
 - Other high-quality, free and open-source knowledge building/comprehension curricula such as [Core Knowledge History & Geography Units](#) or the [Core Knowledge Science Units](#)

3-8

During 2 hours of core ELA instruction:

- **Accelerate learning and build student confidence by building knowledge and vocabulary to support access to next year's content (approx. 60-90 minutes per day).** Summer learning presents an opportunity to continue the work of engaging students in grade-level text, evidence-based discussions, and evidence-based writing tasks that will deepen their literacy skills and build background knowledge and vocabulary. TNTP recommends prioritizing text-based instruction that will build background knowledge and vocabulary to support access to the topics explored in next year's scope & sequence (e.g., exiting fourth graders listen to read grade-level texts that will support access to the topics explored in the fifth-grade curriculum). This instruction should emphasize the shifts of the TN ELA standards that ask for instruction to move away from a skills- or strategy-based approach towards a more text- and knowledge-based approach that builds student knowledge through explicit focus on the meaning and details of high-quality grade-appropriate text. Content can come from:
 - Unused or supplemental portions of the adopted curricula (e.g. supplemental texts, additional novel studies, knowledge quests, research modules, etc.).
 - Other free and open-source knowledge building/comprehension curricula such as [Core Knowledge History & Geography Units](#) or the [Core Knowledge Science Units](#)
- **Reinforce students' foundational literacy skills with a strategic review of critical reading foundational skills (grammar, morphology, spelling) and lots of fluency practice (approximately 30-60 minutes per day).** Summer instruction should identify the most critical grade-appropriate foundational skills practice from the exiting grade's curriculum and incorporate that instruction and practice into the summer learning scope & sequence. Setting aside small amounts of time in daily instruction to practice reading fluency can make a huge difference for your students. Classroom strategies for increasing fluency can be employed using text passages that are currently a part of your existing curriculum or you may choose to supplement with other texts (see resources below).
 - [Achieve the Core Fluency Packet for the 2-3 Grade Band](#): Forty passages that can be used to help students in Grades 2-3 build fluency.
 - [Achieve the Core Fluency Packet for the 4-5 Grade Band](#): Forty passages that can be used to help students in Grades 4-5 build fluency.
 - [Achieve the Core Fluency Packet for the 6-8 Grade Band](#): Forty passages that can be used to help students in Grades 6-8 build fluency.
 - [Achieve the Core Weekly Reading Practice Routine](#): The activities in this weekly reading routine are designed to support growth in all three areas of reading fluency (accuracy, rate, and expression). Detailed guidance is given on how to implement the routine during in-person (or virtual synchronous learning), virtual asynchronous learning, or limited access/technology situations. See how and when to implement research-based activities such as model reading, choral reading, independent practice, and student performances to build fluency skills.
 - [Hasbrouk and Tindal Fluency Norms](#): Quick reference chart help teachers identify readers who need fluency support, set goals, and track progress.

Intervention

During 1 hour of ELA intervention:

- **Provide targeted remediation and reinforcement with priority content, particularly foundational literacy skills, to small groups of students.** Of greatest import in K-5 reading intervention is ensuring mastery of students' foundational literacy skills. These are the skills (phonics, phonemic awareness, fluency etc.) most commonly taught in K-2. If students lack these skills, they are likely to struggle with all other reading comprehension tasks. This may mean that educators will need to prioritize the most critical reading foundational skills content from prior grades (e.g. exiting 3rd or 4th graders might need 1st or 2nd grade skills content during intervention time).

Many high-quality instructional materials include tools that point teachers to portions of prior grade level lessons that can be used to target gaps revealed by diagnostic assessments. TNTP encourages educators to use pre-assessment data to determine what gaps exist for groups of students, study if and how those gaps relate to the content for next year to understand if the gaps can be addressed alongside upcoming materials or if learning must come before, and plan differentiated instruction to address pre-requisite gaps.

To understand where to pull lesson resources it will be critical for intervention teachers to understand the scope and sequence of foundational skill building across the grades. In most HQIM, the following skills are targeted in each grade level:

- Kindergarten: Short vowels and consonants, short vowels and digraphs
- 1st grade: Consonant blends, magic E, long vowels and vowel teams, r-controlled vowels
- 2nd grade: Multisyllabic words (syllable types, prefixes, suffixes)

While poor code knowledge is often at the root of many reading problems, it is important to note that some students may experience reading difficulty for other reasons. For example, students for whom English is a second language may have mastered the requisite decoding skills but may not have a sufficient understanding of the meaning of English words to make sense of what they read. Problems of this nature will need to be addressed with other resources.

Content Recommendations

The recommendations below assume that your district or school is currently implementing high-quality, standards-aligned instructional materials for mathematics (see [EdReports.org](https://edreports.org) for a list of curriculum choices that align with college and career ready standards). If this is the case, TNTP recommends leveraging these materials strategically to address learning loss and accelerate student learning during summer school. If your district does not have high-quality instructional materials in place, consider using [TDOE free and open-source instructional materials](#).

First, identify where teachers are currently in the grade-level curriculum. If pacing varies significantly within or between buildings, create a plan to get teachers to similar pacing points by end of school year. If teachers will not complete the scope & sequence of instruction for the school year, we recommend continuing with this grade-level content during summer learning.

If teachers will have completed the scope & sequence of instruction for the school year, TNTP recommends the following approach for K-8:

During 2 hours of core mathematics instruction:

- **Reinforce grade-level learning with fluency builders (approximately 30 minutes per day).** Additional time and practice with the standards that call for fluency will build on students' conceptual understandings and help to solidify their math facts, while maintaining the coherence in the standards. Make sure this work is focused on the fluency expectations for the grade-level students have just completed and not on the grade-level standards that target conceptual understanding or application. Most high-quality instructional materials have clearly identified fluency games and practice activities in the units targeting the major work of the grade. Student Achievement Partners has also compiled a list of fluency resources extracted from Eureka Math and Illustrative Mathematics, two open education resources, for grades K-5 here: <https://achievethecore.org/page/2948/fluency-resources-for-grade-level-routines>. Remember that time spent on fluency practice should be fun and energizing.
- **Accelerate learning and build student confidence by previewing next year's Unit/Module 1 in your high-quality instructional materials (approximately 60 minutes per day).** Naming and giving struggling students a preview of next year's content will help them believe in their ability to learn, equip them with effective problem-solving strategies, and build their confidence and self-efficacy. Teachers can follow Unit/Module 1 content as written, but at a slower pace to allow for targeted reinforcement with just-in-time supports to address any unfinished learning. It will be critical for teachers to position summer school students as leaders that will be ready to support other students next year because they will have already had an opportunity to explore the content. This approach will support students' mathematical identity, agency and belonging.
- **Provide targeted reinforcement with just-in-time supports (approximately 30 minutes per day).** As they work to accelerate students' progress with Unit/Module 1, teachers can plan and provide "just in time" reinforcement to catch kids up on the most critical content of the grade they just finished and set the foundation for a strong start for next school year. For example, in third grade, Unit 1 in the Eureka curriculum is focused on introducing the concept of multiplication and division. As students engage in these new ideas, teachers can strategically integrate opportunities to reinforce their work with addition and subtraction from second grade.

During 1 hour of mathematics intervention:

- **Provide targeted remediation and reinforcement with priority content to small groups of students.** Leverage pre-assessment data to determine what unfinished learning students have from prior grades, study it and how those gaps relate to the content for next year to understand if the gaps can be addressed alongside upcoming materials or if learning must come before, and plan differentiated instruction to address pre-requisite gaps. For Tier I and II students that may just need targeted reinforcement with specific skills, TNTP encourages educators to leverage their high-quality instructional materials for instruction to provide continuity of experience.