



SURGEAHEAD

FOUNDATIONS & GUIDING PRINCIPLES

THE INSTRUCTIONAL FRAMEWORK OF SURGESTART ACHIEVEMENT ACADEMY

**A CLEAR PATH FROM FIRST STEPS
TO CONFIDENT, INDEPENDENT LEARNING**

START STRONG

Build secure foundations.

SURGE AHEAD

Teach, practice, respond.

ACHIEVE

Grow confident learners.

K-5 HOME LEARNING FRAMEWORK



What Is SurgeAhead?

A practical, repeatable approach to strong home instruction

SurgeAhead is the signature teaching and learning framework of SurgeStart Achievement Academy. It gives parents a practical, repeatable way to turn curriculum and everyday learning opportunities into strong instruction at home.



THE BIG IDEA

Children make the strongest progress when learning is clear, structured, active, responsive, and encouraging.

SurgeStart describes the beginning: establish strong academic habits, routines, and prerequisite skills. SurgeAhead describes the process: teach clearly, practice purposefully, use evidence, respond to learner needs, and gradually build independence.



Our Purpose

MISSION

To equip families with clear curriculum, practical teaching tools, purposeful practice, and responsive instructional guidance so every child can build strong foundations and progress with confidence.

VISION

Every SurgeStart learner develops the knowledge, habits, curiosity, and independence needed to approach new learning with confidence and continue surging ahead.

OUR PROMISE TO FAMILIES SurgeStart materials should be understandable to parents, meaningful to children, academically purposeful, visually engaging, and flexible enough to respond to individual learning needs.



The Four SurgeAhead Foundations

1. Strong Start



Secure prerequisite skills and routines before increasing complexity.

Clear goals, predictable routines, readiness checks, review, and explicit modeling.



2. Purposeful Practice

Every task should strengthen a specific skill or understanding.

Focused practice, retrieval, reading, writing, problem solving, and real application.

3. Responsive Teaching



Teaching changes when evidence shows a need for support or challenge.

Reteaching, smaller steps, alternate explanations, visuals, manipulatives, or enrichment.



4. Growing Independence

Support is intentionally reduced as competence grows.

I Do > We Do > You Do > You Explain > You Apply.



The Eight Guiding Principles

Eight habits that keep instruction clear, active, responsive, and purposeful

1**Begin With the Learning Target**

Know what the learner should know or be able to do. State the target in child-friendly language and return to it at the end.

2**Teach Before Expecting Independence**

Explain and model new learning before assigning independent work. A worksheet is practice, not the lesson itself.

3**Connect to What the Learner Already Knows**

Activate prior knowledge, vocabulary, and prerequisite skills so new learning has something to attach to.

4**Keep the Learner Active**

Children should read, speak, sort, write, draw, build, solve, compare, predict, investigate, and explain.

5**Check for Understanding Often**

Use quick questions, sample problems, oral retells, short written responses, demonstrations, and teach-backs.

6**Respond to Evidence**

Treat errors as information. Identify the source of confusion and match the support to the need.

7**Practice Until Learning Is Usable**

Mastery requires recall and application across time, formats, and situations - not one correct page.

8**Build Independence Deliberately**

Gradually reduce adult help as the learner becomes accurate, confident, reflective, and able to self-correct.

**SURGEAHEAD STANDARD**

Instruction is not defined by how many pages are completed. It is defined by how much meaningful learning the child can demonstrate.



The SurgeAhead Instructional Cycle

A repeatable sequence for teaching, checking, and responding

PARENT / LEARNING COACH

LEARNER

1

PREPARE

Identify the target, materials, prerequisite skill, and success criteria.

Get ready and understand the goal.

2

CONNECT

Activate prior knowledge and explain why the learning matters.

Recall, discuss, predict, or connect.

3

MODEL

Demonstrate the skill and think aloud.

Watch, listen, notice steps, and ask questions.

4

PRACTICE TOGETHER

Guide examples and provide prompts and feedback.

Try the skill with support and explain thinking.

5

PRACTICE INDEPENDENTLY

Assign a manageable amount and observe without taking over.

Apply the skill independently.

6

CHECK

Review evidence and identify strengths or misconceptions.

Explain, self-check, and correct.

7

RESPOND

Reteach, extend, reduce, or advance based on evidence.

Practice again, accept a challenge, or move forward.

8

REVISIT

Schedule short cumulative review.

Retrieve and apply the learning later.

CORE RELEASE MODEL

I DO > WE DO > YOU DO > YOU EXPLAIN > YOU APPLY



What Mastery Looks Like

- ✓ Accuracy is consistent across several examples.
- ✓ The learner can explain the strategy, concept, or evidence.
- ✓ The learner can correct an error after feedback.
- ✓ The skill can be applied in a slightly different context.
- ✓ Important learning is remembered after time has passed.
- ✓ Adult prompting can be reduced without performance falling apart.

MASTERY IS MORE THAN COMPLETION

Finishing a page is evidence of participation. Mastery is demonstrated through accuracy, explanation, transfer, retention, and increasing independence.

SURGE 1 - Independent

Accurate, confident, explains the skill.

Reduce prompts. Add application, enrichment, complexity, or the next skill.

SURGE 2 - Guided

Understands part of the skill but remains inconsistent.

Use prompts, worked examples, visuals, guided practice, and immediate feedback.

SURGE 3 - Rebuild

Repeated confusion or missing prerequisite knowledge.

Pause. Teach the prerequisite in smaller steps with concrete models and additional review.



SurgeAhead Across the Curriculum

Core habits for reading, mathematics, science, and social studies



Reading & Language Arts

- Read every day through read-alouds, supported reading, independent reading, and informational text.
- Teach foundational reading skills explicitly when developmentally appropriate.
- Move comprehension beyond recall to main idea, inference, evidence, sequence, author's choices, and connections.
- Teach writing as a process: think, plan, draft, improve, edit, and share.
- Normalize rereading and returning to the text for evidence.

READING HABIT

**What makes you think that? Where is the evidence?
What changed your thinking?**



Mathematics

- Build understanding before speed.
- Use concrete objects, drawings, number lines, models, and real-life examples when useful.
- Ask learners to explain and compare strategies instead of only producing answers.
- Keep fact fluency practice brief, consistent, and connected to understanding.
- Analyze mistakes to locate where the reasoning changed.
- Connect math to everyday problem solving.

MATH HABIT

**Is your answer reasonable? How can you prove it? Can
you solve it another way?**



Science

- Begin with questions, observations, and real phenomena whenever possible.
- Use the cycle: Ask > Predict > Investigate > Record > Explain.
- Connect vocabulary to concrete examples, diagrams, models, and experiences.
- Use notebooks, drawings, charts, and short explanations to document thinking.



Social Studies

- Use maps, timelines, photographs, biographies, informational texts, and age-appropriate sources.
- Examine cause and effect, change over time, geography, culture, government, economics, and citizenship.
- Connect historical and civic ideas to the learner's community and life today.



The SurgeAhead Learning Environment

Design the conditions that make focused, flexible learning possible

The learning environment should communicate: You are safe to try. You are expected to think. Mistakes can be corrected. Your effort matters. Your learning can grow.

Schedule

Predictable enough to create security; flexible enough to respond to the learner.

Directions

Short, specific, and checked for understanding.

Workload

Enough practice to build mastery without unnecessary repetition.

Breaks

Used proactively when age, attention, movement, or regulation needs require them.

Technology

Used purposefully for learning, creation, practice, and access.

Feedback

Specific, timely, respectful, and focused on the task, strategy, or improvement.

Challenge

High expectations with appropriate scaffolds; neither chronic frustration nor chronic ease.



Assessment the SurgeAhead Way

Assessment guides the next teaching decision - it is not only a score.

BEFORE LEARNING

Check readiness and prerequisite skills.

2-3 question warm-up, quick oral review, or short pre-check.

DURING LEARNING

Find misconceptions while they can still be corrected.

Sample problem, oral retell, teach-back, exit question, or observation.

AFTER LEARNING

Determine whether the skill is secure and usable.

Short quiz, skill page, writing sample, project, or cumulative review.

ACROSS TIME

Make growth visible and check retention.

Portfolio, dated work samples, reading records, or periodic review.

**USE THE EVIDENCE**

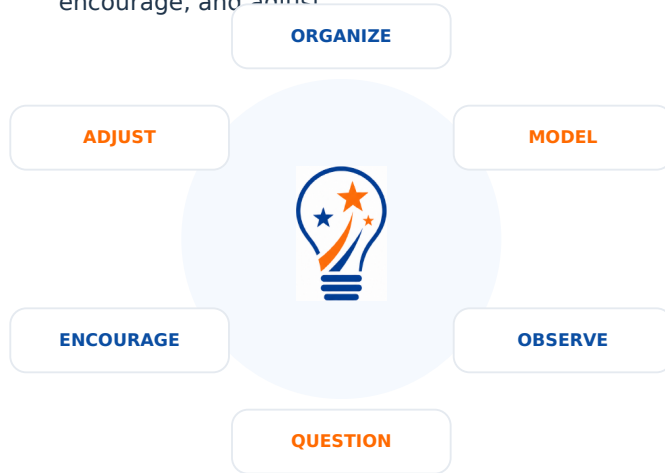
If the learner is not ready, rebuild. If the learner is developing, guide. If the learner is secure, extend and move ahead.



The Parent as a SurgeAhead Learning Coach

Organize, model, observe, question, encourage, and adjust

Parents are not expected to know every answer. Effective learning coaches organize, model, observe, question, encourage, and adjust.



- Know the day's priority skill before beginning.
- Model thinking instead of simply giving answers.
- Ask questions that uncover understanding.
- Keep brief notes about strengths and needs.
- Adjust pace based on evidence rather than a calendar alone.
- Celebrate progress without lowering expectations.
- Protect the parent-child relationship by knowing when to pause and reset.

A BETTER CLOSING QUESTION

Instead of only asking, 'Did you finish?' ask, 'What can you do now that you could not do before?'



Weekly SurgeAhead Planning

PRIORITIZE What are the 2-4 most important skills or understandings this week?

PREPARE What books, SurgeStart pages, manipulatives, texts, or materials are needed?

TEACH Which skills require explicit modeling and guided practice?

PRACTICE Where will the learner retrieve and apply previously taught skills?

CHECK What evidence will show whether the learner understands?

RESPOND What will I do if the learner needs reteaching or is ready for enrichment?

REFLECT What improved this week, and what becomes next week's priority?



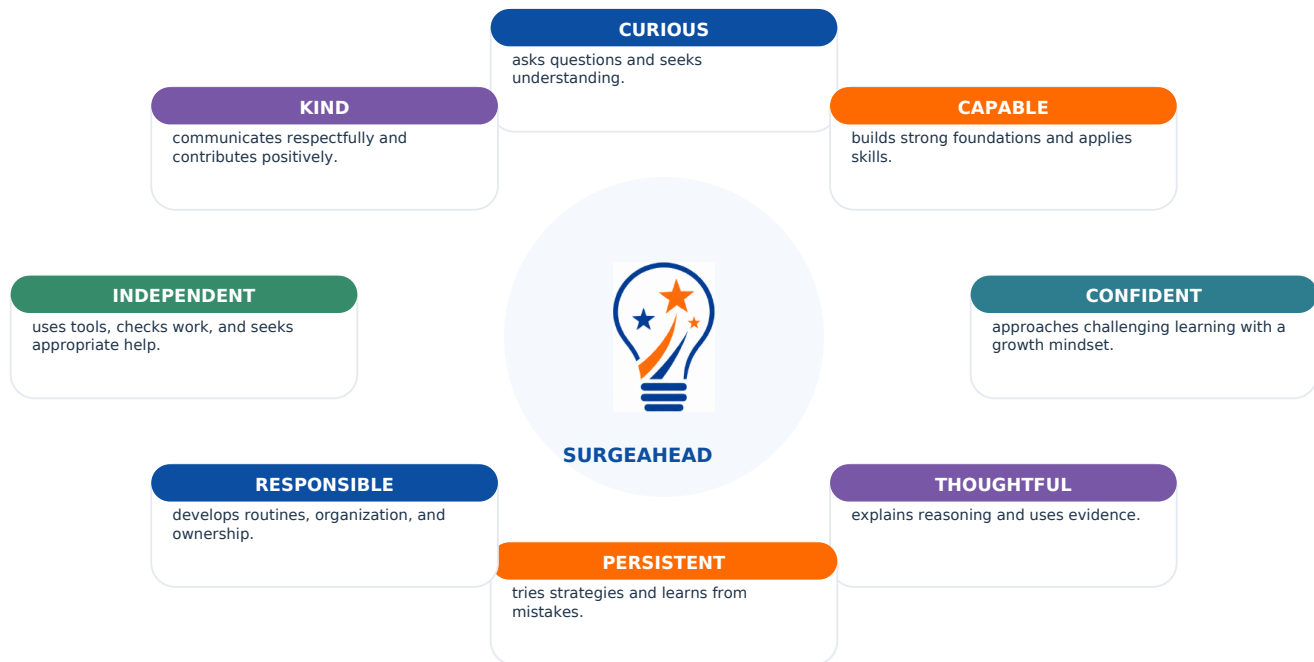
SurgeAhead Family Non-Negotiables

- Read every day.
- Begin lessons with a clear purpose.
- Model before expecting independent performance.
- Ask learners to explain their thinking.
- Check understanding before moving forward.
- Respond to errors with teaching, not shame.
- Review important skills across time.
- Balance academic challenge with appropriate support.
- Build independence deliberately.
- Recognize growth and maintain high expectations.



The SurgeAhead Learner Profile

The habits and dispositions we are working to build



OUR END GOAL

A learner who can think, communicate, persist, solve problems, reflect, and take increasing ownership of learning.



Parent Reflection

Use these questions to plan the next week of learning

- | | |
|---|---|
| ● What did my child understand well this week?

_____ | ● Where did my child need the most support?

_____ |
| ● Did I model new skills clearly before independent practice?

_____ | ● Did I ask questions that required explanation?

_____ |
| ● Which skill should be revisited next week?

_____ | ● Where can I reduce support because independence is growing?

_____ |
| ● What made my child curious or excited to learn?

_____ | ● What success should we celebrate?

_____ |



SurgeAhead at a Glance

Eight actions that turn curriculum into purposeful instruction

START STRONG

Know the goal. Activate prior knowledge. Build prerequisites.

1

TEACH CLEARLY

Explain. Model. Think aloud. Use examples.

2

PRACTICE PURPOSEFULLY

Guide first. Release gradually. Keep work meaningful.

3

CHECK OFTEN

Ask, observe, listen, read, and review work.

4

RESPOND

Reteach what is missing. Extend what is mastered.

5

REVISIT

Use spaced, cumulative review so learning lasts.

6

BUILD INDEPENDENCE

Teach learners to explain, check, persist, and own learning.

7

CELEBRATE GROWTH

Make progress visible while maintaining high expectations.

8



START STRONG • SURGE AHEAD • ACHIEVE

SURGESTART ACHIEVEMENT ACADEMY