

**Indicator 1c**

Supporting content enhances focus and coherence simultaneously by engaging students in the major work of the grade.

The instructional materials reviewed for Grade 3 partially meet expectations that supporting content enhances focus and coherence by engaging students in the major work of the grade. In some cases, the supporting work enhances and supports the major work of the grade level, and in others, it does not.

At times supporting content does enhance focus and coherence by engaging students in the major work of the grade. Examples of the connections between supporting work and major work include the following:

- In Exploration C in Lesson 3-7, supporting standard 3.G.2 enhances work with 3.MD.5, 3.MD.5.A, 3.MD.5.B, 3.MD.6, 3.MD.7, and 3.MD.7.A. This exploration helps to connect student work with partitioning shapes into parts with equal areas to work with area.
- In Lesson 5-3, supporting standard 3.G.2 enhances work with 3.NF.A. This lessons allows students to use shapes partitioned into equal areas to develop understanding of fractions as numbers.

At times, supporting work does not enhance and support the major work of the grade. At times, standards listed at the beginning of each unit are logically connected to each other; however, when the specific work of the unit and lessons is examined, some connections are missed or not specifically noted for teacher or students. Also, many lessons address supporting work in isolation from major work of the grade. Examples of units and lessons without connections between supporting and major work include the following:

- In Unit 1, supporting standards 3.NBT.1, 3.NBT.2 and 3.MD.3 are the focus of four lessons while standards 3.MD.1, 3.MD.2, 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.6, 3.OA.7 and 3.NF.1, all major work, are the focus of the remaining lessons in Unit 1.
- Unit 1, Lesson 3 includes 3.NBT.2, 3.MD.1, 3.MD.4 and 3.G.1. The "Using Mathematical Tools" math journal addresses each of these standards individually, and there is no explicit connection made for either the teacher or the student between the supporting and major work.
- The "Finding Equivalent Names" activity in Lesson 3-13 addresses 3.OA.7, major work, and 3.NBT.2, supporting work. This activity, however, focuses more on equivalence than a relationship between addition and subtraction and multiplication and division. The "Frames and Arrows" Math Masters worksheet in the same lesson has students either adding, subtracting, or multiplying to create a number pattern; again, the work with addition and subtraction is not used to enhance the work with multiplication.
- Lessons 4-6, 4-7, 4-10 and 4-11 are focused on supporting cluster 3.MD.D.
- Lessons 4-4, 4-5, 4-12 and 6-5 focus on supporting cluster 3.G.A.

**EARNED 1 of 2 POINTS**