

Indicator 1e

Materials are consistent with the progressions in the Standards i. Materials develop according to the grade-by-grade progressions in the Standards. If there is content from prior or future grades, that content is clearly identified and related to grade-level work ii. Materials give all students extensive work with grade-level problems iii. Materials relate grade level concepts explicitly to prior knowledge from earlier grades.

The instructional materials reviewed for Grade 3 do not meet the expectation for being consistent with the progressions in the standards. Content from prior grades is not clearly identified or connected to grade-level work, and students are not given extensive work with grade-level problems.

Material related to future, grade-level content is not clearly identified or related to grade-level work. The third grade materials have at least 16 instances where future, grade-level content is present and not identified as such. Lessons with future, grade-level content include the following:

- Lesson 1-1, which is focused on 1.NBT.B.3, compares two, two-digit numbers using the symbols $<$, $>$, or $=$; lesson 1-3, which is focused on 2.MD.C.7, tells and writes time to the nearest 5 minutes; and lesson 1-7, which is focused on 2.MD.D.10, draws a bar graph with a single scaled unit.
- Lesson 3-7 is focused on 2.G.A.2, partitioning a rectangle into rows and columns.
- Lesson 4-4 is focused on 2.G.A.1, recognizing and drawing shapes having specified attributes.
- Lessons 6-8, 6-9, 6-10, and 6-11 focus on 5.OA.A.1, using parentheses in numerical expressions and evaluating the expressions.
- Lessons 8-3 and 8-5 focus on 4.OA.B.4, finding all factors for a whole number.
- Lesson 8-6 focuses on 4.OA.A.3, solving multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.
- Lesson 9-5 focuses on 4.NBT.B.5, multiplying a whole number of up to four digits by a one-digit whole number.

The content does not always meet the full depth of standards. This mainly occurs because of a lack of lessons addressing the full depth. For example, there are fifteen lessons which address 3.OA.1; however, they only ever specifically address multiplication of 0,1, 2, 5, and 10. Another example is fractions. In Grade 3, there are 9 standards devoted to fractions, all of which are major work; 19 lessons directly address fractions.

Everyday Mathematics Grade 3 materials do not provide extensive work with grade-level standards. For example, the instructional materials do not provide extensive work with the following standards:

- 3.OA.A.1: Lesson 1-10 develops multiplication for 2, 5 and 10, and Lesson 2-6 develops multiplication for 0 and 1. The remaining 13 lessons present strategies for multiplication; however, multiplication for 3, 4, 6, 7 and 8 are never addressed specifically.
- 3.OA.B.5: There are 13 lessons aligned to this standard; however, only one lesson has students understanding the relationship between multiplication and division, lesson 6-3.
- 3.OA.C.8: There are 18 lessons aligned to this standard; however, only four lessons, 2-4, 2-5, 3-2 and 5-10, have students doing two-step problems.

In lessons where prior knowledge is needed, the instructional materials do not state that prior knowledge is being used. When future, grade-level concepts are introduced, there is no mention that the concept will be used in future grades. If the teacher uses the spiral trace at the beginning of the lesson or unit, the teacher will know where prior knowledge is used based on the spiral trace and when the student will use the skill/concept again in the future. The spiral trace is not extensive and does not show where the students learning is really headed. It is listed by lessons and not connecting standards. At the beginning of each unit, the spiral trace provides an explanation of what will occur by the end of the unit, but the spiral trace does not explain any further and does not connect to the next standard.