

Grade 3, Indicator 1c

From the review:

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.

Everyday Mathematics Response:

The first bullet discusses Unit 1 coverage of 3.NBT.1, 3.NBT.2, and 3.MD.3 as separate from major work. The work on these standards in this unit is either review from Grade 2 or bridging Grade 2 to Grade 3 material (3.NBT.2 and 3.MD.3); in the case of 3.NBT.1, the lesson is an introduction to rounding, which builds on Grade 2 work with multiples of 10 or 100 and open number lines. Once the introduction to scaled bar graphs is complete in Unit 1, future work is connected to both 3.NBT.2 and 3.OA.8 (solving one- and two-step problems using information in graphs – for example, see Lessons 3-6 (Comparing Data in a Bar Graph), Lesson 3-8 (Exploring Scaled Bar and Picture Graphs), and Lesson 5-6 (Creating a Bar Graph). After Unit 1, work with 3.NBT.2 is often connected to work with 3.OA.8 – for example, see Lessons 2-4, 2-5, 3-5, 4-1 (Part 3 Practice) and 6-11. Likewise, once rounding is introduced in Unit 1, work with rounding is often tied into making estimates of sums and differences in order to determine whether an answer is reasonable, which is directly connected to the major work in 3.OA.8 – for example, see Lessons 3-3 and 3-4.

The second bullet calls out Unit 1, Lesson 3, as an example of a lack of connection between supporting and major work. The focus of this lesson is to provide a baseline of students' skills in addition and subtraction, telling time, measurement of length, and recognition of shapes; in later lessons, there are connections made between each of these skills and major work. For example, Lessons 2-2, 2-3, 2-4, and 2-5 all connect 3.NBT.2 and 3.OA.8; 3.MD.1 and 3.MD.3 are connected through the year-long Length-of-Day project introduced in Lesson 1-11; measurement of length (3.MD.4) is connected to one or more of 3.MD.8, 3.NF.1, 3.NF.2, 3.NF.2a, 3.NF.3, 3.NF.3c - for example, see Lessons 4-1, 4-3, 4-7, and 8-1.

The fourth bullet called out Lessons 4-6, 4-7, 4-10, and 4-11 as supporting cluster 3.MD.D, which is "Geometric measurement - recognize perimeter" - which is the case, but these lesson also support major work. Lesson 4-6 is connected to major work in 3.G.1; Lesson 4-7 is connected to major work in 3.MD.5, 3.MD.5a, 3.MD.5b, 3.MD.6, 3.MD.7, 3.MD.7a; Lesson 4-10 is connected to major work in 3.MD.5, 3.MD.5a, 3.MD.5b, 3.MD.6, 3.MD.7, and 3.MD.7b; and Lesson 4-11 is connected to major work in 3.MD.7 and 3.MD.7b.

The fifth bullet calls our Lessons 4-4 and 4-5 as focusing on 3.G.1, which is "Reason with shapes and their attributes," which is the case because these are the introductory lessons on polygons and their attributes that bridge children's understanding of polygons from Grade 2 to Grade 3. Lesson 4-12 has multiple connections between major and additional work. Lesson 6-5 is an exploration activity that involves children using geometric language to describe the attributes of polygons; while there is no other connection to major work, there is a strong connection to SMP2 Reason abstractly and quantitatively.