

### 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 5 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 prior, grade-level content is not clearly identified or related to grade-level work. The Grade 5 materials have two instances where prior, grade-level content is present and not identified as such. The lessons are taught as if this is the first introduction to the content. Lessons 2-13 and 3-3 focus on 4.OA.A.3, interpreting remainders in problems.

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 four lessons listed for 5.MD.B.2; however, only one lesson actually aligns to the full depth of the standard. Lesson 8-6 has students creating line plots using  $\frac{1}{8}$ ,  $\frac{1}{4}$ , and  $\frac{1}{2}$ . The other three lessons only have students creating line plots using  $\frac{1}{2}$ , a Grade 3 standard. Another example is 5.OA.A.1, using parentheses and brackets in equations and expressions. While there are 50 exposures to this standard according to the online tracker, only four of the exposures are Focus lessons. None of those four lessons teaches students how to use parentheses or brackets; they just expect students to be able to use them. When looking at 5.NBT.B.7, using the four operations with decimals, the online tracker shows 132 exposures; however, only 14 lessons are cited as focus lessons. There are only two lessons for division, three for multiplication, three sharing multiplication, one for addition, one for subtraction and two sharing addition and subtraction. The other two lessons are not aligned to the standard. When looking at 5.NBT.6, finding whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, there are 110 exposures according to the spiral tracker; however, there are only 13 lessons. Of those, only one lesson has students using four-digit dividends with two-digit divisors. (Nine of the 13 lessons are misaligned.)

Everyday Mathematics Grade 5 materials do not provide extensive work with grade-level standards. For example, the instructional materials do not provide extensive work with the following standards:

- 5.NBT.A.1: There are only five lessons align to this standard.
- 5.NF.A.1: Only three lessons align to this standard, two for addition and one for subtraction.
- 5.NF.B.3: There are only six lessons aligned to this standard.

In lessons where prior knowledge is needed, it is not stated 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. They also tell when the student will use the skill/concept again in the future of that unit. 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. It does a little better job at the beginning of each unit explaining the spiral trace and what will occur by the end of the unit, but not any further and not connecting to the next standard.

EARNED **0** of **2** POINTS