

Grade 5, Indicator 1c

From the review: Lessons 4-6, 4-7, 4-9, and 4-10 focus on plotting points on a coordinate grid, 5.G.1 and 5.G.2. These lessons are not truly connected to major work of the grade. Although Lesson 4-9 does connect plotting points to 5.OA.3, this standard is also not major work of the grade. Although some lesson activities do include both major and supporting standards, there are missed connections between the listed standard. For example, in Lesson 4-6, the Math Masters worksheet “Plotting Points to Create an Outline Map” is aligned to 5.G.1, 5.NBT.1, 5.NBT.3 and 5.NBT.3.A. Although both major and supporting work are addressed, the major work is the focus of the last two problems of the worksheet disconnected from the supporting work.

Everyday Mathematics Response

The Publishers’ Criteria states that: “an important subset of the major work in grades K–8 is the progression that leads toward middle-school algebra (see Table 1, next page).” The table referenced includes cluster 5.G.A. Therefore, according to the Publishers’ Criteria, Lessons 4-6, 4-7, 4-9, and 4-10 are all major work of the grade.

The Math Masters page referenced in the review is a Home Link. The Home Links have one section that reviews the content of the lesson, and many also contain a Practice Strip that provides ongoing, distributed practice on other content. These two parts are not meant to be connected to each other. The disconnect that the reviewer points out here is purposeful, as the last two problems are meant to be distributed practice unrelated to the content of the lesson. The reviewers seem not to understand the purpose or structure of the Home Links.

This reviewer seems to imply that there should be connections made between plotting points on a coordinate grid and writing and identifying the values of digits in decimal numbers. This seems like an unnatural and unrealistic connection to make between the content standards in Grade 5.

From the review: Lessons 7-5, 7-6, 7-7, and 7-8 focus on two-dimensional shapes, 5.G.3 and 5.G.4. The focus portions of these lessons are exclusively on these supporting standards, and no connections to other standards, including major work, is made in the lesson. Although some activities do include both major and supporting standards, there are missed connections between the listed standards. For example, in Lesson 7-6, the Math Masters worksheet “The Quadrilateral Hierarchy,” is aligned to 5.G.3, 5.NF.7, and 7.NF.7.A. Although both major and supporting work are addressed, the major work is the focus of the last four problems of the worksheet disconnected from the supporting work.

Everyday Mathematics Response

The EdReports Evidence Guide states: “Supporting and additional content is used to enhance focus on major work **when appropriate.**” (Emphasis is ours.) Attempting to connect standards 5.G.3 and 5.G.4, which deal with classifying two-dimensional shapes

based on their properties, to the major work of Grade 5 is not appropriate, nor would it be natural or feasible.

The Math Masters page referenced in the review is a Home Link. The Home Links have one section that reviews the content of the lesson, and many also contain a Practice Strip that provides ongoing, distributed practice on other content. These two parts are not meant to be connected to each other. The disconnect that the reviewer points out here is purposeful, as the last two problems are meant to be distributed practice unrelated to the content of the lesson. The reviewers seem not to understand the purpose or structure of the Home Links.

This reviewer seems to imply that there should be connections made between classifying quadrilaterals in a hierarchy and dividing unit fractions by whole numbers. This seems like an unnatural and unrealistic connection to make between the content standards in Grade 5.

From the review: Lessons 7-10, 7-11 and 7-12 focus on patterns, 5.OA.3. Although patterns are connected to plotting points on a coordinate grid, plotting points is not major work of the grade. Although some lesson activities do include both major and supporting standards, there are missed connections between the listed standards. For example, in Lesson 7-12, the Math Masters worksheet, “Interpreting Tables and Graphs,” is aligned to 5.OA.3, 5.G.1, 5.G.2, and 5.NBT.7. Although both major and supporting work are addressed, the major work is the focus of the last two problems of the worksheet disconnected from the supporting work.

Everyday Mathematics Response

S The Publishers’ Criteria states that: “an important subset of the major work in grades K–8 is the progression that leads toward middle-school algebra (see Table 1, next page).” The table referenced includes cluster 5.G.A. Therefore, Lessons 7-10, 7-11, and 7-12 are all examples of supporting work connected to major work, as these lessons connect 5.OA.3, supporting work, to 5.G.1 and 5.G.2, major work.