

Grade 5, Indicator 1f

From the review: Overall, materials include learning objectives that are visibly shaped by CCSSM cluster headings, but there are missed opportunities to provide problems and activities that connect two or more clusters in a domain or two or more domains when these connections are natural and important.

Everyday Mathematics Response

The EdReports Evidence Guides do not require reviewers to look for “missed opportunities” for this indicator. Rather, they require that: “materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.” So the real issue should not be whether any opportunities are “missed,” but whether good opportunities are called out with sufficient frequency.

The Grade 5 materials frequently connect two or more clusters in a domain or two or more domains. Below are just a few examples that come from the first several units in Grade 5.

- Lesson 1-10 links measurement conversions with understanding volume units: 5.MD.A and 5.MD.C.
- Lessons 1-11 and 1-12 link writing and interpreting expressions with calculating the volume of right rectangular prisms and rectilinear figures: 5.OA.A and 5.MD.C.
- Lesson 2-6 links U.S. traditional multiplication with measurement conversions: 5.NBT.B and 5.MD.A.
- Lesson 2-10 links understanding of the place-value system with a mental division strategy: 5.NBT.A and 5.NBT.B.
- Lesson 3-3 links the interpretation of fractions to partial-quotients division through understanding how to report a remainder as a fraction: 5.NBT.B and 5.NF.B.
- Lesson 3-11 links writing expressions with the addition of fractions: 5.OA.A and 5.NF.A.

We could provide numerous more examples. The point is that there are many opportunities called out in the Grade 5 materials that the reviewer appears to have overlooked, or ignored.

From the review: While the materials have many instances where two or more domains are connected often the connections are only surface-level connections. For example, lesson 6-4 shows connections between 5.MD.1 5.MD.2, 5.NF.2 and 5.NF.1. However the lesson is divided into parts, and the parts only truly address one standard at a time.

Everyday Mathematics Response

In Lesson 6-4, students create line plots to display measurement data in fractions of a unit. They use operations on fractions to solve problems based on the information in the line plots. This lesson weaves together domain 5.MD.B and 5.NF.A very naturally, and in the same activity. For example, in the activity entitled “Creating and Interpreting a Line Plot with Fractional Height Data,” students measure their heights and record their own heights and the heights of their classmates on a line plot. Then, in the same activity, they use the line plots to answer questions about the data that require them to add and subtract the fractional data shown on their line plots.

We do not understand how the reviewer thinks that this lesson provides only surface level connections. The activity we described clearly addresses more than one standard across more than one domain. The reviewer is incorrect.