



## Priority Instructional Content

Produced by Student Achievement Partners, *2020–2021 Priority Instructional Content in ELA/Literacy and Mathematics* names the priorities in mathematics that should be the focus of instruction for educators in the coming academic year. Instructional considerations include priorities in each grade, opportunities for combining lessons, eliminating lessons, etc., and recommendations for integrating previous-grade content within relevant grade-level work.

This school year presents a unique set of opportunities and challenges due to the disruption to instruction in spring 2020, but it is critical that all students--including those with specialized learning needs--pursue grade-level academic content when they return to school. While many students will have incomplete prior-grade learning, extensive assessment and remediation at the expense of time spent on grade-level instruction will further jeopardize students' academic growth. [[achievethecore.org](https://achievethecore.org)]



## Priority Instructional Content and *Investigations 3* Grade 1

The chart below shows which Grade 1 investigations correlate to the priorities for each cluster/standard. The chart indicates which investigations or part of investigations should be emphasized, eliminated, reduced, combined, integrated, and incorporated. How these priorities are enacted will depend on many factors including class organization, time available and mode of instruction (i.e. in-person or remote).

The following bullets are examples of how to implement the recommendations in the chart.

- *Emphasize* content by extending the amount of time spent on introductory activities and discussions, repeating games and Classroom Routines, as well as utilizing relevant Math Words and Ideas resources.
- *Eliminate* sessions to help with available time by either eliminating a whole session or parts of it. This may include eliminating a Daily Practice activity (which could be assigned as homework), certain activities, or some parts of Math Workshop. As all sessions develop concepts carefully, consider eliminating whole sessions only if needed.
- *Reduce* time spent on content by limiting the amount of time spent on introductory activities, examples, variations of Classroom Routines, or discussions. Different discussions can also be combined. If Classroom Routines are reduced, focus particularly on the different strategies that students employ to complete them.
- *Combine* sessions by including together discussions or activities on similar concepts from an investigation. Consider combining introductory activities, Classroom Routines, and also combining Math Workshop options from multiple sessions.
- Some work is called to be *integrated* as detailed in the chart. *Investigations 3* already includes careful integration of this content and so no special considerations are necessary.
- *Incorporate* foundational work by incorporating games and Math Words and Ideas resources from the previous grade. *Consider the following resources to support understanding of place value (1.NBT.B):*

Games (Grade K Unit 8)

*Build It: Teen Numbers; Race to the Top: Ten Frames; Build It, Then Race to the Top; Race to the Top: Teen Numbers 2*

Math Words and Ideas (Grade K)

Teen Numbers

<b>Clusters/ Standards</b>	<b>Student Achievement Partners Instructional Considerations</b>	<b>Investigations 3 Grade 1 Content</b>
1.OA.A.1	<i>Emphasize</i> problems that involve sums less than or equal to 10 and/or the related differences to keep the focus on making sense of different problem types; do not limit the range of addition and subtraction situations, but assign fewer problems with sums greater than 10 or related differences.	<b>Unit 1</b> Investigations 2, 3 <b>Unit 3</b> Investigations 2, 3 <b>Unit 4</b> Investigations 1, 2 <b>Unit 5</b> Investigations 1, 2, 3 <b>Unit 6</b> Investigations 1, 2
1.OA.A.2	<i>Reduce</i> the amount of time spent on lessons and problems that call for addition of three whole numbers. <i>Limit</i> the amount of required student practice.	<b>Unit 2</b> Investigation 1 <b>Unit 3</b> Investigation 3 <b>Unit 6</b> Investigation 2 <b>Unit 7</b> Investigation 1
1.OA.B	No special considerations for curricula well aligned to understanding and applying properties of operations to addition and subtraction, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.	<b>Unit 1</b> Investigations 2, 3 <b>Unit 2</b> Investigation 1 <b>Unit 3</b> Investigations 1, 2, 3, 4 <b>Unit 4</b> Investigations 1, 2 <b>Unit 5</b> Investigations 1, 2, 3
1.OA.C.5	<i>Integrate</i> counting into the work of the domain (OA), instead of separate lessons, in order to reduce the amount of time spent on this standard.	<i>Investigations 3</i> includes careful integration of this work, so no special considerations are necessary.
1.OA.C.6	No special considerations for curricula well aligned to adding and subtracting within 20, as detailed in this standard. Time spent on instruction and practice should NOT be reduced.	<b>Unit 1</b> Investigations 2, 3 <b>Unit 2</b> Investigation 1 <b>Unit 3</b> Investigations 1, 2, 3, 4 <b>Unit 4</b> Investigations 1, 2 <b>Unit 5</b> Investigations 1, 2, 3 <b>Unit 6</b> Investigations 1, 2 <b>Unit 7</b> Investigations 1, 2
1.OA.D	No special considerations for curricula well aligned to work with addition and subtraction equations, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.	<b>Unit 1</b> Investigations 2, 3 <b>Unit 3</b> Investigations 1, 2, 3, 4 <b>Unit 4</b> Investigation 1 <b>Unit 5</b> Investigations 1, 2, 3 <b>Unit 7</b> Investigation 1
1.NBT.A	<i>Eliminate</i> lessons that are solely about extending the count sequence in order to reduce the amount of time spent on this cluster. <i>Incorporate</i> extending the count sequence into other lessons in the grade.	<i>Investigations 3</i> includes careful integration of this work, so no special considerations are necessary.
1.NBT.B	<i>Incorporate</i> foundational work on understanding that numbers 11–19 are built from ten ones and	<b>Unit 1</b> Investigations 1, 2, 3 <b>Unit 3</b> Investigations 1, 2, 3, 4 <b>Unit 5</b> Investigation 2

	some further ones (K.NBT.A) to support grade 1 understanding of place value.	<b>Unit 6</b> Investigation 1 <b>Unit 7</b> Investigations 1, 2, 3
1.NBT.C	<i>Emphasize</i> the understanding that in adding two two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten, in order to strengthen the progression toward fluency with multi-digit addition and subtraction.	<b>Unit 7</b> Investigation 1, 2, 3
1.MD.A	No special considerations for curricula well aligned to measuring lengths indirectly by iterating length units, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.	<b>Unit 4</b> Investigation 1
1.MD.B	<i>Eliminate</i> lessons devoted to telling and writing time to the hour and half-hour (1.MD.B.3).	<b>Unit 4</b> Investigations 1, 2 <b>Unit 8</b> Investigation 1  The Classroom Routine <i>Time</i> in <b>Units 1, 3, 4, 5, 6, 7, 8.</b>
1.MD.C	<i>Eliminate</i> lessons devoted to representing and interpreting data. (Do not eliminate problems about using addition and subtraction to solve problems about the data.)	<i>Investigations 3</i> includes integration of data contexts for solving problems, so no special considerations are necessary.
1.G.A	<i>Combine</i> lessons to address key concepts of defining attributes of shapes and composing shapes in order to reduce the amount of time spent on this cluster.	<b>Unit 1</b> Investigation 1 <b>Unit 2</b> Investigation 1, 2 <b>Unit 4</b> Investigation 2 <b>Unit 8</b> Investigation 1