



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]


Priority Instructional Content and *Investigations 3* Grade 3

The chart below shows which Grade 3 investigations correlate to the priorities for each cluster/standard. The chart indicates which investigations or part of investigations should be emphasized, eliminated, combined, prioritized, 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 Ten-Minute Math activities, 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.
- *Combine* sessions by including together discussions or activities on similar concepts from an investigation. Consider combining introductory activities, Ten-Minute Math activities, and also combining Math Workshop options from multiple sessions.
- *Prioritize* content as recommended based on available time. Particularly focus time spent on discussions and assessments related to this content.
- 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 and additional practice by incorporating games and Math Words and Ideas resources from the previous grade.



Consider the following resources to support the Grade 3 multiplication work with the properties of operations, especially the distributive property (3.OA.B, C):

Games (Grade 2 Unit 5)

Capture 5; Make a Dollar; Close to 100

Math Words and Ideas (Grade 2)

Strategies for Adding 2-Digit Numbers

Consider the following resources to support entry into generating fractional measurement data in Grade 3 (3.MD.B.4):

Math Words and Ideas (Grade 2)

Choosing a Measurement Tool; Measurement Tools: Rulers; Measuring Lengths Greater Than 12 Inches

Clusters/ Standards	Student Achievement Partners Instructional Considerations	Investigations 3 Grade 3 Content
3.OA.A	No special considerations for curricula well aligned to multiplication and division concepts and problem solving, as detailed in this cluster. Students may need extra support to see row and column structure in arrays of objects. Time spent on instruction and practice should NOT be reduced.	<i>Investigations 3</i> includes work with row and column structure in arrays, so no special considerations are necessary.
3.OA.B	3.OA.C	Unit 1 Investigations 2, 3, 4 Unit 5 Investigations 1, 2, 3 Unit 8 Investigations 1, 2, 3
3.OA.C		Unit 1 Investigations 3, 4 Unit 5 Investigations 2, 3 Unit 8 Investigations 1, 2
3.OA.D.8	No special considerations for curricula well aligned to two-step word problems using the four operations, as detailed in this standard. Time spent on instruction and practice should NOT be reduced.	Unit 2 Investigation 1 Unit 4 Investigation 1 Unit 5 Investigation 3 Unit 7 Investigations 1, 2, 3 Unit 8 Investigation 2, 3
3.OA.D.9	<i>Eliminate</i> lessons or problems on arithmetic patterns.	Unit 5 Investigation 1 Unit 8 Investigation 3 For other investigations that cover this content, the use of patterns is integral to understanding operations and solving problems, and so should not be eliminated.
3.NBT.A.1	<i>Combine</i> lessons on rounding in order to reduce the amount of time spent on rounding numbers. <i>Limit</i> the amount of required student practice.	Unit 3 Investigation 3 The Ten-Minute Math activity <i>Practicing Place Value</i> in Units 4, 5, 7, 8 .
3.NBT.A.2	No special considerations for curricula well aligned to addition and subtraction within 1000, as detailed in this standard. Time spent on instruction and practice should not exceed what would be spent in a typical year.	Unit 3 Investigations 1, 2, 3, 4, 5 Unit 7 Investigations 1, 2, 3
3.NBT.A.3	<i>Combine</i> lessons in order to reduce time spent multiplying by multiples of 10.	Unit 5 Investigation 3

	<i>Emphasize</i> the connection to single-digit products and tens units.	
3.NF.A	<i>Emphasize</i> the concept of unit fraction as the basis for building fractions. <i>Prioritize</i> the number line as a representation to develop students' understanding of fractions as numbers by foregrounding the magnitude, location, and order of fractions among whole numbers (3.NF.A.2)	Unit 6 Investigations 1, 2
3.MD.A	<i>Combine</i> lessons in order to reduce the amount of time spent on time, volume, and mass. <i>Reduce</i> the amount of required student practice.	Unit 7 Investigation 1 The Ten-Minute Math activity <i>What Time is It?</i> in Units 3, 6, 8
3.MD.B.3	<i>Eliminate</i> lessons on creating scaled graphs. <i>Integrate</i> a few problems with scaled graphs only as settings for multiplication word problems (3.OA.A.3) and two-step word problems (3.OA.8).	<i>Investigations 3</i> includes integration of data contexts for solving problems, so no special considerations are necessary.
3.MD.B.4	<i>Eliminate</i> any lessons or problems that do not strongly reinforce the fraction work of this grade (3.NF.A). <i>Incorporate</i> foundational work measuring with rulers (2.MD.A) to support entry into generating fractional measurement data in grade 3.	Coverage of this content (Unit 2, Investigation 2 and Unit 6, Investigation 1) is integral to work with fractions, and so should not be eliminated.
3.MD.C	<i>Emphasize</i> enduring concepts of geometric measurement (iterating a unit with no gaps or overlaps) (3.MD.C.5) and students using area models to support their mathematical explanations involving the distributive property for products (3.MD.C.7c). <i>Combine</i> lessons in order to reduce the amount of time spent on measuring area and limit the amount of required student practice.	3.MD.C.5 Unit 4 Investigation 2 3.MD.C.7c Unit 1 Investigation 3 Unit 5 Investigation 2 Unit 8 Investigation 2
3.MD.D	<i>Integrate</i> a few problems on perimeter into work on area (3.MD.C).	<i>Investigations 3</i> includes careful integration of this work, so no special considerations are necessary.
3.G.A.1	<i>Combine</i> lessons on shapes and their attributes in order to reduce the amount of time spent on this standard.	Unit 4 Investigation 3
3.G.A.2	<i>Eliminate</i> separate geometry lessons on partitioning shapes.	<i>Investigations 3</i> includes careful integration of this work, so no special considerations are necessary