




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 5

The chart below shows which Grade 5 investigations correlate to the priorities for each cluster/standard. The chart indicates which investigations or part of investigations should be emphasized, eliminated, combined, 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.
- *Incorporate* foundational work by incorporating games, Expanded Differentiation Activities, and Math Words and Ideas resources from the previous grade.

Consider the following resources to support entry into understanding the place value system with decimals (5.NBT.A) and operations with decimals (5.NBT.B.7):

Games (Grade 4 Unit 6)
Decimal Compare; Fill Two

Math Words and Ideas (Grade 4)
Comparing Decimals; Place Value: Decimals; Representing Decimals; Tenths and Hundredths



Consider the following resources to support work operating with multi-digit whole numbers and decimals (5.NBT.B):

Games (Grade 4 Units 3 and 7)

Small Array/Big Array; Missing Factors; Factor Bingo

Math Words and Ideas (Grade 4)

Multiple Towers; Multiplication Cluster Problems; Multiplicative Comparison; Strategies for Solving Multiplication Problems; Unmarked Arrays; Division Situations; Division Strategies; Remainders: What Do You Do with the Extra?

Consider the following resources to support work on adding and subtracting fractions with unlike denominators (5.NF.A):

Games (Grade 4 Unit 6)

Capture Fractions

Math Words and Ideas (Grade 4)

Comparing Fractions; Generating Equivalent Fractions; Adding Fractions with Like Denominators; Subtracting Fractions with Like Denominators

Consider the following resource to support work on multiplying fractions and whole numbers by fractions (5.NF.B):

Math Words and Ideas (Grade 4)

Multiplying Fractions by Whole Numbers

Consider the following resources to support the work of extending number lines to the coordinate plane (5.G.A):

Expanded Differentiation Activities (Grade 4 Unit 6)

Practice, Extension

Clusters/ Standards	Student Achievement Partners Instructional Considerations	Investigations 3 Grade 5 Content
5.OA.A	<i>Combine</i> lessons on writing and interpreting numerical expressions in order to reduce the amount of time spent on this topic.	Unit 1 Investigation 1 The Ten-Minute Math activity <i>Order of Operations</i> in Units 1, 5, 8.
5.OA.B	<i>Eliminate</i> lessons and problems on analyzing relationships between numerical patterns.	Unit 5 Investigation 2 Unit 8 Investigation 2
5.NBT.A	Allow for time to develop students' understanding of the foundational work of decimal fractions (4.NF.C) to support entry into understanding the place value system with decimals (5.NBT.A.1, 3, and 4).	Unit 6 Investigations 1, 2 Unit 7 Investigations 2, 3
5.NBT.B	<i>Incorporate</i> foundational work on multiplying and dividing multi-digit whole numbers (4.NBT.B.5 & 6) to support students' work operating with multi-digit whole numbers and decimals (5.NBT.B). In relation to fluency expectations for multiplying multi-digit numbers, <i>eliminate</i> problems in which either factor has more than three digits.	Unit 1 Investigation 3 Unit 4 Investigations 1, 2, 3 Unit 6 Investigations 1, 2 Unit 8 Investigation 2
5.NBT.B.7	<i>Incorporate</i> students' understanding of decimal fractions (4.NF.C) to support entry into the grade 5 work of operations with decimals.	Unit 6 Investigation 2 Unit 7 Investigation 3 Unit 8 Investigation 2
5.NF.A	<i>Incorporate</i> foundational work on equivalent fractions (4.NF.A.1) and on the conceptual understanding underlying fraction addition (4.NF.B.3) to support students' work on adding and subtracting fractions with unlike denominators (5.NF.A).	Unit 3 Investigations 2, 3
5.NF.B	<i>Incorporate</i> foundations for multiplying fractions by whole numbers (4.NF.B.4) to support students' work in multiplying fractions and whole numbers by fractions (5.NF.B.4).	Unit 7 Investigations 1, 2, 3
5.MD.A	<i>Combine</i> lessons on converting measurement units in order to reduce the amount of time spent on this topic.	Unit 7 Investigation 3

5.MD.B	<i>Eliminate</i> lessons and problems on representing and interpreting data using line plots that do not strongly reinforce the fraction work of this grade (5.NF).	<i>Investigations 3</i> includes integration of data contexts for solving problems involving fractions and mixed numbers, so no special considerations are necessary.
5.MD.C	No special considerations for curricula well aligned to the work of volume in grade 5, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.	Unit 2 Investigations 1, 2
5.G.A	<i>Incorporate</i> foundational understandings of number lines (such as found in the work of 4.NF) into the work of extending number lines to the coordinate plane, as detailed in this cluster. <i>Emphasize</i> interpreting coordinate values of points in the context of a situation.	Unit 5 Investigations 1, 2
5.G.B	<i>Combine</i> lessons on classifying two-dimensional figures into categories based on properties in order to reduce the amount of time spent on this topic.	Unit 8 Investigation 1