2020-2021 SCOPE & SEQUENCE RECOMMENDED ADJUSTMENTS
3rd Grade Mathematics

The purpose of this document is to support teachers and leaders in making adjustments to the Fishtank Math Curriculum for the 2020-2021 school year. In developing the guidelines, we consulted Student Achievement Partner's 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics as well as incorporated knowledge of the progressions of mathematical content as they unfold in the Fishtank Math Curriculum. The recommendations aim to identify opportunities where additional, targeted remediation can occur, while ensuring a deep focus on grade-level content. We recognize that while the remote learning experience of this past spring has undoubtedly varied from student to student, this pandemic has magnified many existing inequities in educational access and opportunity. Our guidance for curricular adjustments aims to preserve deep engagement with grade-level content which we believe is critical for equitable instruction for all students.

Knowing that additional time will be needed to address unfinished learning and that pacing will be important, the guidance in this document serves to:

1. Highlight critical grade-level content that should be prioritized,
2. Identify opportunities where lessons can be reduced, combined, or eliminated in ways that will minimize negative impact on student progress and preserve grade-level priorities, and
3. Identify specific places where strong connections to prior grade-level work are beneficial to diagnose and integrate into the curriculum.

These guidelines are not designed as strict instructions on how to adjust the curriculum. Rather, they are meant to support teachers in making the curricular decisions that are right for their students. In particular, this resource provides some guidance around incorporating prior grade-level work based on "just-in-time" content connections, but it does not specify how deep to go into that work or how long to spend on it, as that type of diagnosis and planning will be most effective at the individual level. As noted in the document, our Pre-Unit Assessments, available to Fishtank Plus users, is one resource that can support this diagnosis and curriculum integration. Teachers can also create their own diagnostic assessments using the standard connections mentioned in this resource as well as the foundational standards indicated on the unit page for each unit.

Unit 1   Place Value, Rounding, Addition and Subtraction

Topics	Cluster(s)	Recommendations
A: Foundations of Place Value	3.NBT.A	Consolidate or eliminate Lessons 1-3. Pre-unit assessment may be valuable in informing what can be skipped.
B: Rounding to the Nearest Ten and Hundred	3.NBT.A	Consolidate Lessons 4 and 5 and consolidate Lessons 6 and 7 in order to reduce the amount of time spent on rounding numbers. Limit the amount of required student practice.
C: Addition and Subtraction within 1,000	3.NBT.A 3.OA.D	No special considerations. Time spent on instruction and practice should not exceed what would be spent in a typical year.

Unit 2   Multiplication and Division, Part 1

Do not eliminate or consolidate lessons. Instruction and practice time should NOT be reduced.

Topics	Cluster(s)	Recommendations
A: The Meaning of Multiplication and Division	3.OA.A	Students may need extra support to see row and column structure in arrays of objects. Pre-unit assessment may be valuable in determining the extent to which this is needed.
B: Multiplication and Division by 2, 5, and 10	3.OA.A-C	
C: Multiplication and Division by 3 and 4	3.OA.A-C	
D: More Complex Multiplication and Division Problems	3.OA.D	

Unit 3   Multiplication and Division, Part 2

Consider incorporating additional practice with double-digit sums (2.NBT.B.5) to support the grade 3 multiplication work with the properties of operations, especially the distributive property. Pre-unit assessment may be valuable in determining the extent to which this is needed.

Topics	Cluster(s)	Recommendations
A: Introduction to the Properties of Operations	3.OA	Do not eliminate or consolidate lessons.
B: Multiplication and Division by 6 and 7	3.OA	Do not eliminate or consolidate lessons.
C: Multiplication and Division by 8 and 9	3.OA	Do not eliminate or consolidate lessons.

D: Multiplication and Division by Values Greater than 10	3.NBT.A	Consolidate Lessons 17 and 18 or eliminate Lesson 18. Emphasize the connection to single-digit products and tens units.
E: Two-Step Word Problems and Patterns in Arithmetic	3.OA.D	Eliminate Lessons 21-23.
F: Scaled Picture and Bar Graphs	3.MD.B	Eliminate Lessons 24-27. Keep Lesson 28, focusing on scaled picture graphs as settings for multiplication word problems and two-step word problems.

Unit 4 — Area

Limit the amount of required student practice throughout the unit.

Topics	Cluster(s)	Recommendations
A: Understanding Area	3.MD.C	Eliminate Lesson 3 to reduce the time spent on measuring area and limit the amount of required student practice. Eliminate Lesson 8 or incorporate problems into Lesson 7 for the same reason.
B: Composite Area and the Distributive Property	3.MD.C	Consider consolidating Lessons 11 and 12 so that emphasis is on using area models to support their mathematical explanations involving the distributive property for products. Consider eliminating Lesson 13 for the same reason.

Unit 5 — Shapes and Their Perimeter

Integrate this unit with the instruction of Unit 4. See notes below for specific ways to do so.

Topics	Cluster(s)	Recommendations
A: Understanding Perimeter	3.MD.D	Eliminate Lesson 2. Consolidate Lessons 4 and 5. Consolidate Lessons 6 and 7. After making these changes, integrate this content with Unit 4, such as between Unit 4 Topics A and B.
B: Distinguishing Between Area and Perimeter	3.MD.D	Consolidate Lessons 8 and 9. Eliminate Lesson 10 or integrate its problems into previous lessons. After making these changes, integrate this content with Unit 4, such as between Unit 4 Topics A and B.
C: Attributes of Two-Dimensional Shapes	3.G.A	Eliminate Lessons 14 and 15. Consider eliminating Lesson 13, as well, or integration drawing shapes into Lessons 11 and 12 in order to reduce the amount of time spent on shapes and their attributes. After making these changes, integrate this content with Unit 4, such as after Unit 4 Topic B.

Unit 6   Fractions

Emphasize the concept of unit fraction as the basis for building fractions. Prioritize 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.

Topics	Cluster(s)	Recommendations
A: Understanding Unit Fractions and Building Non-Unit Fractions	3.NF.A	Do not eliminate or consolidate lessons.
B: Fractions on a Number Line	3.NF.A	Do not eliminate or consolidate lessons.
C: Equivalent Fractions	3.NF.A	Do not eliminate or consolidate lessons.
D: Comparing Fractions	3.NF.A	Do not eliminate or consolidate lessons.
E: Line Plots	3.MD.B	Consider incorporating foundational work measuring with rulers (2.MD.A) to support entry into Lesson 26. Pre-unit assessment may be valuable in determining the extent to which this is needed. Consider eliminating or adapting Lesson 28 in order to focus on strongly reinforcing the fraction work of this grade.

Unit 7   Measurement

Reduce the amount of required student practice throughout the unit.

Topics	Cluster(s)	Recommendations
A: Time Measurement	3.MD.A	Eliminate Lesson 2. Eliminate Lesson 6 or consider integrating it into Lessons 4 and 5.
B: Mass and Liquid Volume Measurement	3.MD.A	Consolidate Lessons 7 and 8 and consolidate Lessons 10 and 11.