

Tennessee Department of Education
3-5 English Language Arts and Mathematics Guidelines

The Tennessee Department of Education supports a comprehensive and cohesive English Language Arts (ELA) and mathematics program of study for all 3-5 students. Programs should be consistent with the Common Core State Standards (CCSS) and utilize current research in best practices for ELA and mathematics instruction. The overall Department goal is to inform and improve 3-5 instruction and build on the foundation laid in K-2 for all students to become successful in literacy and mathematics.

3-5 ELA and Mathematics Guidelines address student rights to high quality literacy, including written expression and mathematics instruction.

- Students 3-5 must be taught by highly skilled educators who have been trained in the teaching of ELA and mathematics and who have demonstrated instructional proficiency.
- Students 3-5 must receive grade level ELA and mathematics instruction that is explicit and systematic. Such instruction should lead to closing learning gaps and maintain or move beyond grade level expectations.
- Students 3-5 who continue to struggle in literacy or mathematics must receive daily assistance through an appropriate three-tier Response to Intervention (RTI) Model. The Department encourages explicit, systematic intervention programs for all 3-5 struggling students.
- Students 3-5 must have instruction that focuses on ELA and mathematics. Science, Social Studies, and other curricula should be incorporated into reading and mathematics instruction throughout the day with an emphasis on developing proficient reading of informational text and mathematical skills to analyze, interpret, and solve problems in and across various subjects.
- Students 3-5 must participate in appropriate assessments that provide guidance for prescriptive planning of instruction. The Department supports assessment through multiple measures of ELA and mathematics abilities including universal screenings, progress monitoring, benchmark indicators, and standardized testing. Use of a universal screener is recommended for the purpose of identifying any student at risk in reading or mathematics.
- Students must have access to a wide variety of books, manipulatives, technology, and other reading materials in classrooms and school library media centers. Particular attention should be given to expanding collections to include more grade-level complex texts (as defined by the Common Core text complexity grade-bands), especially in the genres of informational text and literacy nonfiction. There should also be mathematics tools in classrooms to explore and make sense of mathematical concepts. The Department provides district financial support to maintain and enhance 3-5 collections and access to technology.

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Standards for 3-5 ELA:

3-5 classrooms should align instruction to the Common Core ELA Strands specifically incorporating Social Studies, Science and other curricula through Reading Standards for Informational Text.

- Reading Standards for Literature
- Reading Standards for Informational Text
- Reading Standards: Foundational Skills
- Writing Standards
- Speaking and Listening Standards
- Language Standards

The following are the *instructional shifts* called for by the Common Core ELA Standards:

1. **Building knowledge** through **content-rich nonfiction**
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

Educators are encouraged to use the PARCC Model Content Frameworks as a guide for incorporating the Standards into a year of instruction. Each grade level must teach students to master critical areas to assure successful transition from grade to grade.

Focus Standards for 3-5 Mathematics:

3-5 classrooms should align instruction to the Common Core Math Domains for Content and Mathematical Practices.

The following are the *instructional shifts* called for by the Common Core Mathematics standards:

1. **Focus** strongly where the Standards focus
2. **Coherence** horizontally linking major topics within a grade and vertically across the grades
3. **Rigor** by shifting toward a balance of conceptual understanding, procedural fluency, and application to problem solving

Grade 3 Instructional Focus:

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Develop understanding of fractions as numbers.
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
- Geometric measurement; understand concepts of area and relate area to multiplication and to addition.

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Grade 4 Instructional Focus:

- Use the four operations with whole numbers to solve problems.
- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Grade 5 Instructional Focus:

- Understand the place value system
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition

Fluency Expectations in Mathematics

Grade 3	<ul style="list-style-type: none">• Fluently add and subtract within 1000• Fluently multiply and divide within 100• By the end of Grade 3, know from memory all products of two-one-digit numbers
Grade 4	<ul style="list-style-type: none">• Fluently add and subtract multi-digit whole numbers using the standard algorithm within 1,000,000
Grade 5	<ul style="list-style-type: none">• Fluently multiply multi-digit whole numbers using the standard algorithm

Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The mathematical practices should be connected to content through engagement in a variety of activities, tasks, and discussions. Mathematical tasks can reveal student content knowledge and allow students to demonstrate use of the practices.

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3-5 Reading and Mathematics Minimum Recommended Instructional Times

ELA	Third	Fourth	Fifth
Tier I* Daily	Minimum of 90 minutes (120 minutes recommended)	Minimum of 90 minutes (120 minutes recommended)	Minimum of 90 minutes (120 minutes recommended)
Tier II**	30 minutes	30 minutes	30 minutes
Tier III***	45-60 minutes	45-60 minutes	45-60 minutes
Mathematics	Third	Fourth	Fifth
Tier I*	90 minutes daily	90 minutes daily	90 minutes daily
Tier II**	30 minutes	30 minutes	30 minutes
Tier III***	45-60 minutes	45-60 minutes	45-60 minutes

*It is strongly recommended that Tier I ELA and mathematics be 90 minutes of uninterrupted instruction.

The ELA CCSS must be taught in an integrated manner across all strands (Reading [Literature, Informational Text, and Foundational Skills], Writing, Speaking and Listening and Language). It is recommended that the same highly skilled teacher teach all ELA content. Separating these ELA strands into separate courses does not reflect best practice.

****Tier II** intervention is in addition to the Tier I instruction. Students needing interventions in Tier II should receive them daily.

*****Tier III** is in addition to the instruction provided in Tier I. Tier III interventions must be more intense than Tier II interventions.

Extended time for mathematics allows for uninterrupted practice and exploration, focusing on both mathematics procedures and concepts.

Diverse building and grade level structures may have an effect on scheduling.

The 3-5 Three-Tier Response to Intervention Model (RTI) for Reading and Mathematics Instruction

Instruction in 3-5 should have a strong hands-on, multi-sensory emphasis, with high levels of student verbal interaction and engagement. Research indicates that students continue to “learn” to read in grades 3-5 even as they now “read to learn”, particularly in Social Studies, Science, and Math curricula.

Strong emphasis should be given to the ELA Reading Standards: Foundational Skills strand which continues to strengthen students’ overall reading skill and provides the foundation for greater growth in the other five strands.

Students should be given time to discuss and compare ideas with peers along with the opportunity to revise their own thinking. Research indicates that students should frequently engage in

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cognitively demanding tasks with the opportunity to explore and make sense of mathematical concepts.

Teachers in grade 3-5 should move students toward a balance of conceptual understanding, procedural fluency and application in mathematics. Teachers should strive for a balance in the types of tasks and materials used and how time is spent in direct instruction, individual think time, small group or partner discussion, and whole class discussion.

Instruction in 3-5 should be student-focused, with ongoing opportunities for students to read, interact, and engage with a text and each other, with the teacher guiding students to gain their own insights from reading. In particular, 3-5 students should build the necessary reading skills, including comprehension and stamina, to read, understand, and write about increasingly complex and lengthy texts. Because the CCSS for ELA are so closely integrated across stands, every reading unit should focus on close reading (including re-reading and chunking particularly difficult sections), speaking and listening about the text through text-dependent questioning (requiring students to cite evidence and analyze content and structure), vocabulary development through the text (with a focus on understanding academic vocabulary, or tier II words, using context), and writing-to-sources (students write about what they have read).

Tier I addresses the needs of all students. All students should receive instruction with grade-level standards in small and whole group settings. Tier I is the first layer of prevention and it should be the focus of instruction, providing a strong foundation, striving to meet the needs of all students. Classroom teachers should use flexible, small groups and target specific skills in reading, writing, and mathematics. They should be provided with tools and training including:

- Curricular materials and programs, scientifically research-based and aligned to grade-level CCSS standards;
- Formative assessment data at least three times per year to determine instructional needs; and
- Ongoing embedded support and professional development.

Tier II addresses the needs of struggling and advanced students and occurs daily. Those students who require additional assistance beyond the usual time allotted for core instruction should receive additional intensive small-group attention. Tier II intervention is explicit and systematic. Instructional interventions are differentiated, scaffolded, and targeted based on the needs of individual students as determined by current assessment data. Advanced students should receive reinforcement and enrichment.

NOTE: The Common Core text complexity standards (Reading Anchor Standard Number 10) apply to *all students*. While leveled reading is useful in building confidence, stamina, fluency, and engagement, all students should be given the opportunity to encounter and productively struggle with on- or above-grade-level complex text. With struggling readers, teachers are encouraged to differentiate the *level of scaffolding or support they provide students* (different entry points to text, vocabulary support, modeling of comprehension strategies), rather than the level of text.

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Tier III addresses the small percentage of students who have received Tier I instruction and continue to show marked difficulty in acquiring necessary reading and mathematics skills. Students who received Tier II interventions and continue to struggle may also need Tier III interventions. These students require more intensive interventions. Students at this level should receive daily intensive small group intervention targeting specific areas of deficit as based on current assessment data.

The specific nature of interventions for Tier II and Tier III are based on progress-monitoring data and/or diagnostic assessment information. Fidelity checks for all Tiers should occur regularly. If computer programs are used, students still need interaction with and feedback from a teacher who can hold them accountable for what they have read and practiced. Whenever possible, Tier II and III should be taught by qualified, certified teachers.

Necessary Services and Support

- Ongoing, sustained, and embedded high quality professional development
- Collaborative teacher work groups
- Parental engagement
- District leadership support, resources, and funding
- Tennessee Department of Education leadership support, resources, and funding

Additional Services and Support from the Tennessee Department of Education

- Response to Instruction and Intervention (RTI²) Manual, Spring 2013
- Response to Instruction and Intervention (RTI²) Intervention Guide, Fall 2013