

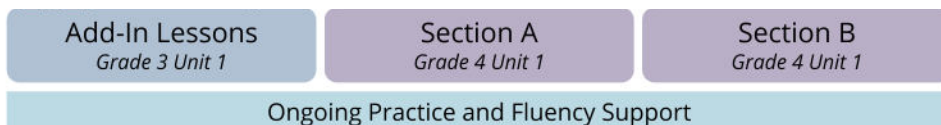
About These Materials

The Unit Adaptation Pack for the K–5 Curriculum offers guidance for supporting students in accessing grade-level mathematics and for addressing gaps in prior learning. Decisions on how to do so and which content to emphasize are guided by these key principles:

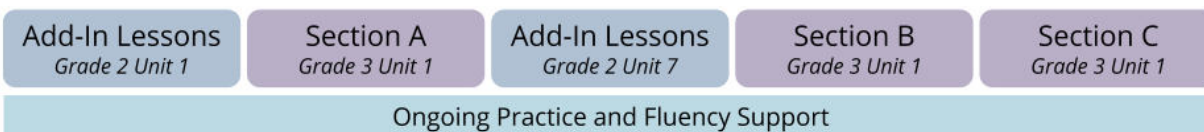
1. Incorporate knowledge and skills from prior grades, when necessary, to support access to the content of the current grade.
2. Use assessments meaningfully and sparingly to make strategic instructional decisions.
3. Integrate ongoing practice and review into the work of the current grade, instead of disrupting it.

1. Incorporate knowledge and skills from prior grades, when necessary, to support access to the content of the current grade.

- The standards help to inform where prerequisite concepts can be added in a coherent and just-in-time manner across the year.
- Prior-grade lessons may be recommended before the start of a unit or at certain points in the unit, depending on where they most coherently fit in the mathematical story. Here are two examples:
 - Add-in lessons before starting a unit: Grade 4 Unit 1, Factors and Multiples



- Add-in lessons at multiple points in a unit: Grade 3 Unit 1, Multiplication



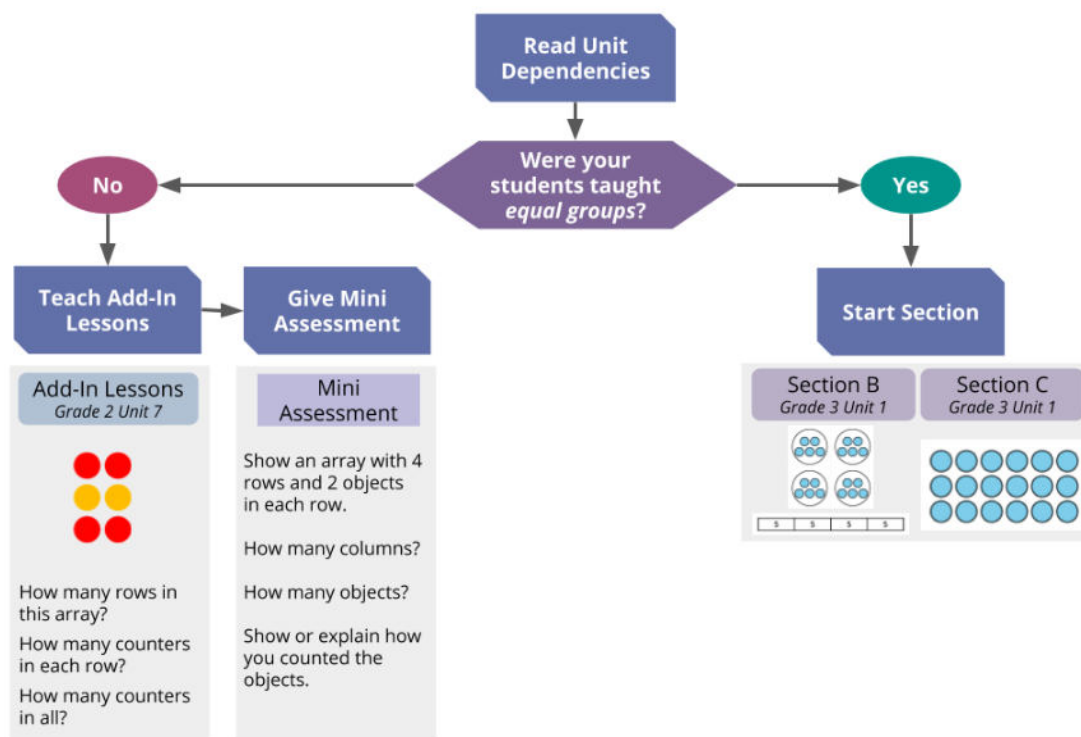
- Not all units require knowledge from a prior grade, so no adaptations or add-in lessons are suggested for those units (as is the case for all Kindergarten units). Most add-in lessons address prerequisite concepts from the grade immediately preceding the current grade.
- Given a fixed number of school days in a year, the suggested add-in lessons may include recommendations for adjusting, combining, or skipping activities in the current unit. Furthermore:

- Lessons or activities that are already marked as optional in the current unit can be skipped. (The Pacing Guide in the Course Guide shows which lessons in each unit are optional.)
- The final unit of each grade does not address new standards, so those lessons can also be skipped if needed.

See the last page for the number of additional days estimated for each unit and each course.

2. Use assessments meaningfully and sparingly to make strategic instructional decisions.

- Cool-downs can be used to gain insight into what students know after completing the add-in lessons. Additional suggestions for formative assessment may be included. In grades 3–5, these may involve 1–3 problems from section checkpoints or end-of-unit assessment. In grades 1–2, they may involve checklists for observations.
- The focus of the suggested assessment is not to check for mastery, but rather to check for accessibility into the activities in the current unit and to inform teachers on how to facilitate students' progress toward grade-level standards.
- Here is an example of what this process may look like for Grade 3 Unit 1 Section B:



3. Integrate ongoing practice and review into the work of the current grade, instead of disrupting it.

- Because the IM K–5 curriculum develops concepts and representations coherently along a mathematical progression, necessary practice of prior contents can be integrated into the lessons of the current grade level. Such integrated practice may take the form of warm-up routines (such as Number Talks, Choral Counts, or True or False), practice activities, or center activities.

Directions for Use

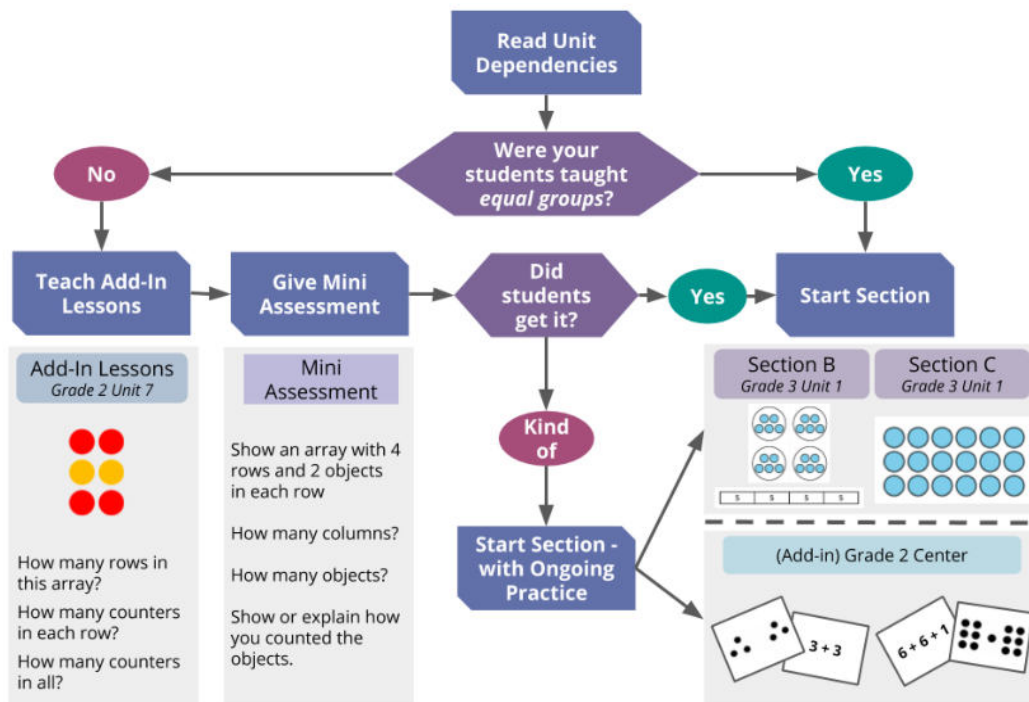
The aim of adaptation is to support students in reaching grade-level standards. As such, understanding students' needs and the standards is essential.

1. Read the grade-level standards of the current unit and any prior-grade connections.
2. Gather information on the prior-grade content students may know. Some ways to do so:
 - Ask the teacher of the previous year if the related prior-grade content was taught last year.
 - Show the students a problem on the content of the current unit and ask if they know how to solve it. (Collect their responses anonymously.)
 - Give students the Pre-Unit items from Section A Practice Problems.

If students were not taught prior-grade content or are otherwise unfamiliar with key ideas, teach the add-in lessons. Otherwise, proceed to the current-grade lessons. (If there is any doubt, however, teach the add-in lessons.)

3. After the add-in lessons, gather information from the cool-downs of the add-in lessons or give the suggested formative assessment problems.
 - If students' responses are correct, start the current-grade lessons.
 - If students' responses are partially correct, start the current-grade lessons and use the ongoing practice materials to support students.

Here is an example of a decision-making process for sections A and B of Grade 3 Unit 1, Multiplication:



	Prior Grade	Current Grade
Standards	Prior-grade standards that connect to the work in the current unit and are addressed by the adaptation	Standards in the current unit that are supported by the adaptation
Lesson Adjustments	Prior-grade lessons that can be added to support accessibility into current-grade content →	Current-grade lessons to complete and any adjustments
Practice and Fluency	Prior-grade warm-ups, activities, and centers that can be integrated to support the work of the current unit	Adaptation Notes Other suggestions for adaptation
Assessment	Observation checklists, section checkpoints, or 1–3 problems to formatively assess understanding of relevant prior-grade content	

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
	Add-ins	Original Lessons	Add-ins	Original Lessons	Add-ins	Original Lessons	Add-ins	Original Lessons	Add-ins	Original Lessons	Add-ins	Original Lessons
Unit 1	0	17	3	15	8	18	4	21	3	8	1	12
Unit 2	0	22	4	22	7	16	2	15	5	17	6	17
Unit 3	0	15	5	28	3	18	8	21	3	20	0	20
Unit 4	0	18	0	23	0	15	0	22	6	23	5	21
Unit 5	0	15	0	14	0	14	3	18	2	18	7	26
Unit 6	0	13	0	17	0	21	4	16	4	25	5	21
Unit 7	0	16	0	17	0	18	2	15	0	16	5	13
Unit 8	0	21	0	10	0	13	0	15	2	10	0	18
Unit 9	--	--	--	--	0	13	--	--	0	12	--	--
Number of Days	0	137	12	146	18	146	23	143	25	149	29	148
Number of Days with Add-ins	137		158		164		166		174		177	
Optional Lessons	15		7		30		7		12		13	
Number of Days with Add-ins but No Optional Lessons	122		151		134		159		162		164	

- The 'Add-ins' columns show the number of days estimated for added lessons in each unit.
- In some units, select activities from two prior-grade lessons can be combined into a single day. The 'Add-in' numbers account for such cases.
- The suggested adaptation may include skipping one or more original lessons, which are not reflected here.