



Essential Content Framework

A Beginning-of-Year Success Plan for Educators

Go Math! Grade 3

As schools enter the 2020-2021 academic year, educators will be challenged with meeting students' needs for the current calendar year while addressing learning gaps produced as a result of COVID-19 related school closures.

Working with the International Center for Leadership in Education (ICLE), HMH has identified the highest priority standards for you to focus on. These priority standards are built from hundreds of projects with thousands of educators around the country, which consistently show that prioritizing standards results in learning gains for ALL students, particularly students who are behind, and regardless of whether they have experienced disrupted learning.

Using these priority standards, HMH has developed this HMH Essential Content Framework as a guidance document as educators use the *Go Math!* planning resources and tools to guide their instruction beginning in Fall 2020.

The enclosed HMH Essential Content Framework allows educators to focus on those standards most critical to a student's success in achieving grade level proficiency and above, as well as providing specific content from the prior grade that can be used for scaffolding and reteaching.

Use this Essential Content Framework in conjunction with your school or district's scope and sequence documentation to identify critical skills, on-grade lessons, and expected prior-year learning that supports these standards.

Determining Student Needs

Understand the Options

Get to know what skill strengths and challenges your students are bringing to the classroom at the beginning of the year.

- Consult data or feedback from the last academic year. Reach out to the previous grade's teachers to find out whether there are any tips that you should consider as you start the year.
- As you begin each *Go Math!* chapter, use the **Show What You Know, Lesson Quick Check**, and related formative and summative assessments to diagnose your student's intervention levels.

- Then use the *Go Math!* RtI resources or refer to this Essential Content Framework for prior year lessons and resources you might assign to your students for remediation.

Vocabulary Builder

Complete the word association tree by using the number words with a ., Write the missing numbers.

```

graph TD
    Hundred --> Tens
    Hundred --> Ones
    Tens --> 10
    Tens --> 20
    Ones --> 1
    Ones --> 2
    
```

Complete the sentences by using the number words with a .

- The **word form** of a number is a way to write a number by using words.
- The **expanded form** of a number is a way to write a number by showing the sum of the value of the digits.
- The **standard form** of a number is a way to write a number by using the digits 0 to 9, with each digit having a place value.
- Even** numbers have a 0, 2, 4, 6, or 8 in the ones place.
- Odd** numbers have a 1, 3, 5, 7, or 9 in the ones place.

Vocabulary Builder

Have students complete the activities on this page by working alone or with partners.

Visualize It
A word association tree shows relationships between words. Each term in the tree relates to place value. Students should use the numbers provided to identify the hundreds, tens, and ones columns.

Understand Vocabulary
introduce the new words for the chapter.

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School Home Letter available in English and Spanish, Standards Practice Book, pp. F1-F2

Intervention Options RTI Response to Intervention

Use Show What You Know, Lesson Quick Check, and Assessments to diagnose students' intervention levels.

TIER 1	TIER 2	TIER 3	ENRICHMENT
On-Level Intervention For students who are generally at grade level but need early intervention with the lesson concepts, use: Tier 1 Activity for every lesson Star to Success Math	Strategic Intervention For students who need small group instruction to review concepts and skills needed for the chapter, use: Tier 2 Activity for every lesson Strategic Intervention Guide Star to Success Math	Intensive Intervention For students needing one-on-one instruction to build foundational skills for the chapter, use: Intensive Intervention Guide Star to Success Math	Independent Activities For students who successfully complete lessons, use: Differentiated Centers Kit Enrichment Activity for every lesson Enrich Book Mega Math

Place Value 4

- As assignments are completed, use the Quick Reports to view progress toward standards by clicking the “Class Program” tab.

THINK Learning Class Progress Page

Class: [Name] | Teacher: [Name]

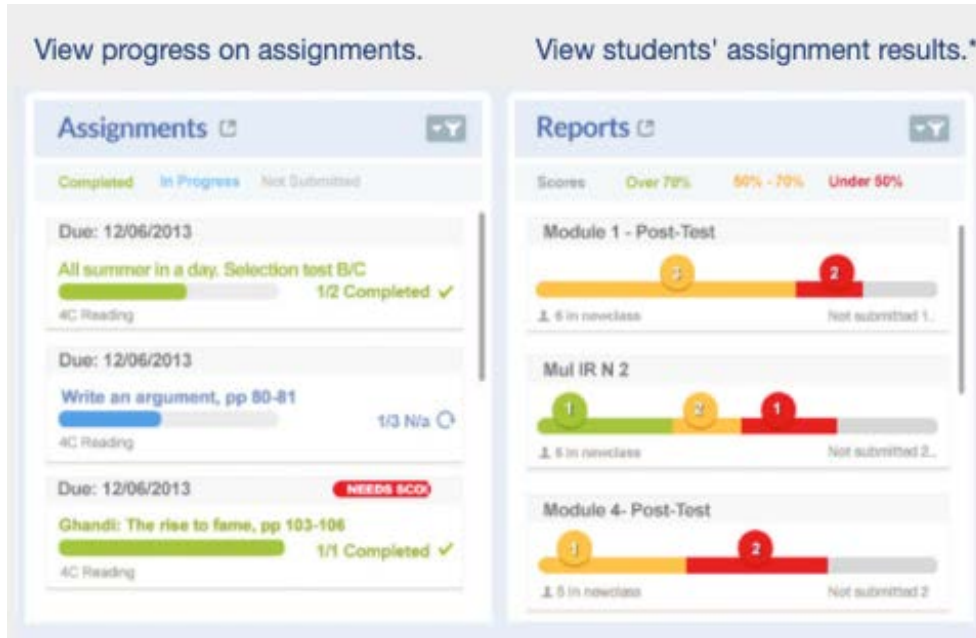
Progress and Reports

Class Progress: 77%

Standard	Progress
Number 1	100%
Number 2	100%
Number 3	100%
Number 4	100%
Number 5	100%
Number 6	100%
Number 7	100%
Number 8	100%
Number 9	100%
Number 10	100%
Number 11	100%
Number 12	100%
Number 13	100%
Number 14	100%
Number 15	100%
Number 16	100%
Number 17	100%
Number 18	100%
Number 19	100%
Number 20	100%
Number 21	100%
Number 22	100%
Number 23	100%
Number 24	100%
Number 25	100%
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Number 34	100%
Number 35	100%
Number 36	100%
Number 37	100%
Number 38	100%
Number 39	100%
Number 40	100%
Number 41	100%
Number 42	100%
Number 43	100%
Number 44	100%
Number 45	100%
Number 46	100%
Number 47	100%
Number 48	100%
Number 49	100%
Number 50	100%

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- Explore other Assignment and Assessment Reports in Go Math for insight into students' progress on assignments and their results.



- Learn to look for patterns. After students have completed an assessment, review the reports available for the class and individual students.

Review Priority Skills and Standards

Organized in a way to supplement the *Go Math!* Planning Guide, this Essential Content Framework is intended to provide instructional plans and access to lessons and interventions that will allow for students' learning gaps to be addressed throughout the school year.

- Identify the on grade-level lessons aligned with the HMH Priority Standards and, based on what you know about your class assessment reports, choose those prior-year lessons most appropriate for the majority of students in your class.
- Prior to beginning a chapter, use the on-grade chapter's **Show What You Know, Lesson Quick Check exercises**, and assessments to identify any learning gaps among the students. You can then use the prior-year lessons online to address these learning gaps.
- Based on your findings, you can also use the differentiated instruction resources in the Chapter Resources, Prerequisite Skills activities in the Teacher Edition, and RtI Intervention Options for each chapter to meet additional students' needs.
- During a lesson, use the Formative Assessment options from each lesson to determine the student's current success with the lesson's learning objective.

**Using this Essential Content Framework**

The Essential Content Framework that follows is for grade 3 *Go Math!* and covers those HMH Priority Standards identified for grade 3. Each HMH Priority Standard is followed by the lessons within the *Go Math!* Chapters that address that priority standard.

For each on-grade HMH Priority Standard, the prior learning lessons are also listed, allowing you to identify *Go Math!* resources you can use to prepare students for the on-grade level lessons.

Chapters 9 and 10 of grade 3 *Go Math!* do not cover an HMH Priority Standard. You should consider your own school's or district's scope and sequence for grade 3 to decide when to teach these chapters.

Grade 3 Priority Standards and Prerequisite Learning Lessons

Grade-Level Priority Standard	Current Grade 3 Lessons	Prior Learning Lessons
Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Lessons 3.3, 3.5, 4.1, 4.2, 4.3, 6.1, 6.5, 6.6, 7.1, 7.3, 7.8	Grade 2 Lessons 3.9, 4.10, 5.10, 5.11
Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</i>	Lessons 5.2, 7.8	Grade 2 Lessons 1.1, 1.2

Grade-Level Priority Standard	Current Grade 3 Lessons	Prior Learning Lessons
Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i>	Lessons 3.6, 3.7, 4.4, 4.6, 6.9	Grade 2 Lessons 3.2, 3.4, 3.6, 3.10, 3.11, 4.9, 4.10, 5.9, 5.10, 5.11
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Lessons 4.5, 4.8, 4.9, 6.8, 7.2, 7.4, 7.5, 7.6, 7.7, 7.9	Grade 2 Lessons 1.8, 1.9, 3.10, 3.11
Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Lessons 1.12, 2.1, 2.6, 3.4, 4.10, 7.10, 7.11	Grade 2 Lessons 3.10, 3.11, 4.9, 4.10, 5.9, 5.10, 5.11, 8.9
Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	Lessons 5.3, 5.4, 5.5	Grade 2 Lessons 1.1, 1.2

Grade-Level Priority Standard	Current Grade 3 Lessons	Prior Learning Lessons
<p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>	Lesson 8.5	Grade 2 Lessons 8.5, 9.4
<p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p>	Lessons 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Grade 2 Lesson 8.9
<p>Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>	Lesson 11.7	Grade 2 Lesson 11.7



Grade-Level Priority Standard	Current Grade 3 Lessons	Prior Learning Lessons
Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.	Lesson 12.9	Grade 2 Lesson 11.7

Use the following links to access prior learning lessons:

[Grade 2 Student Edition](#)

[Grade 2 Teacher Edition](#)

If you are unable to access content from other grade levels on ThinkCentral, click My Account. If additional grade levels do not appear as a clickable option, contact your district's ThinkCentral Administrator. Rostering help is available on the [HMH Back to School Support](#) site.

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