**enVisionmath 2.0: Getting Started in Grade 3**

The guidance documents are designed to support teachers in using *enVisionmath 2.0* in ways that maximize the alignment of the program to College- and Career-Ready Standards.

There are two overarching suggestions that all K-5 teachers should incorporate into their use of *enVisionmath 2.0*:

* Remove embedded scaffolding provided for students in problems identified as Anchor Tasks. (Anchor Tasks are identified in each topic as the most essential problems for the Topic based on the expectations of the Standards.) Some of the Anchor Tasks, as they appear in the book, include a lot of direct modeling or a requirement to solve the task in a certain way. Removing this scaffolding increases opportunities for students to engage in mathematical work and make connections between new concepts and skills and prior learning.
* Support students in understanding and using strategies and models that are generalizable (e.g., making a ten to add and subtract single digit numbers, using place value to add, subtract, multiply and divide multi-digit numbers), but do not require specific strategies during independent practice or assessment.  More guidance is given on this within the Topic Guidance documents.

Each Topic has its own guidance document. These are intended to be used by teachers as they plan their instruction on each Topic. The table below describes the critical components of the guidance document and how to use them.

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| **What is it?** | **How do I use it?** |
| Standards addressed in the Topic and the aspects of rigor targeted  | Refresh yourself on the language of the standards addressed in the unit and the aspect(s) of rigor they target |
| Applicable information from the progression documents | Read for more detail on the expectations of the standards in the unit |
| Anchor Tasks\*  | Spend extended time and class discussion on these tasks. If there is no anchor task listed for a given lesson, use your own discretion about how to use lesson materials during your Topic planning process.  |
| Topic Rules of Thumb\* | Implement these actions to improve alignment of instruction to the standards for that topic. These include actions such as emphasizing certain mathematical models or strategies or skipping specific problem types. |
| Assessment Guidance | Make suggested changes to the Topic or Performance Assessment to improve alignment to Standards. |

\*Components only included in Topics that are Major Work of the grade. For additional information on Major Work, see Mathematics: Focus by Grade Level (https://achievethecore.org/focus).

*A note about the Visual Learning Bridge Digital Animations: Prior to teaching the lesson, watch the video and consider when/if to use it to enhance student learning. Many of the key points from the video can be brought up in discussion of students’ mathematical work and thinking. Oftentimes, showing the video eliminates the opportunity for students to make sense of and solve problems (MP1).*

**Grade 3 specific notes:**

* To support students in reaching the fluency expectations of 3.OA.C.7, Topics 4 and 5 have been combined.
* Use Achieve the Core’s [Fluency guidance](http://achievethecore.org/page/2948/fluency-resources-for-grade-level-routines)in addition to the activities provided in *enVisionmath 2.0* to improve alignment to the grade-level fluency expectations**.**