

Coherence Map Fraction Activity

What are the connections between standards as well as the downstream implications of students understanding fraction value based on unit thinking?

Explore the [Coherence Map](#) and look at standards across grade levels. Within each standard, spend some time reading the focus standard, excerpts from the Progression document relevant to that standard, and tasks that fall within the standard.



- **1st - Explore 3.NF.A.2**

Open the [3.NF.A.2](#) standard in the Coherence Map. Start by reading the standard and its subparts, 3.NF.A.2a and 3.NF.A.2b. Scroll down to the “Progressions” heading and select the down arrow next to it to read the excerpt from the 3–5 NF Progression document. Select the down arrow by the “Tasks” heading. Explore the “Find $\frac{1}{4}$ starting from 1” task and the “Find 1” task.

- **2nd - Explore 4.NF.B.3**

Continue exploring the Coherence Map from 3.NF.A.2. On the right-hand side of the Coherence Map, find and click on 4.NF.B.3, which should look like [this](#). Read the standard 4.NF.B.3. Read through the example task, “4NF Listing fractions in increasing size.”

- **3rd - Explore 5.NF.B.4**

Continue exploring the Coherence Map. At the top of the page, select Grade: 5, Domain: Number and Operations - Fractions, and Standard: 5.NF.B.4. Read the standard, which should look like [this](#). Read through the example task, “5NF Connor and Makayla Discuss Multiplication.”



Ask yourself:

Do I have the fraction content knowledge I need?

Are the instructional materials I’m using to teach fractions aligned with what I’ve just examined?