Operations and Algebraic Thinking, Geometry, and Measurement and Data) and the Standards for Mathematical Practice.

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

Third through Fifth Grade (3-5) English Language Arts and Mathematics

Instruction in grades 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 Mathematics curricula.

Strong emphasis should be given to the ELA Reading Standards: Foundational Skills strand which continues to strengthen students' overall reading skills 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 cognitively demanding tasks with the opportunity to explore and make sense of mathematical concepts.

Teachers in grades 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, in order to read, understand, and write about increasingly complex and lengthy texts. Because the Tennessee State Standards for ELA are so closely integrated across strands, 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 Two words, using context); and
- Writing-to-sources (students write about what they have read).

In 3-5, the **core curriculum** (or 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, and 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 Tennessee State Standards;
- A nationally normed, skills-based **universal screener**;
- **Formative assessment** data at least three times per year to determine instructional needs; and
- Ongoing embedded support and **professional development**.

3-5 Minimum Recommended Instructional Times:

Tier I	Third Grade	Fourth Grade	Fifth Grade
ELA	Minimum of 90 minutes daily (120 minutes recommended)	Minimum of 90 minutes daily (120 minutes recommended)	Minimum of 90 minutes daily (120 minutes recommended)
Mathematics	90 minutes daily	90 minutes daily	90 minutes daily

It is strongly recommended that Tier I ELA and mathematics be 90-minutes of uninterrupted instruction in grades 3-5.

The ELA Tennessee State Standards 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 I Mathematics instruction should align to the domains (Counting and Cardinality, Number and Operations in Base Ten, Number and Operations in Fractions, Operations and Algebraic Thinking, and Measurement and Data) and the Standards for Mathematical Practice.

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.