Everyday Mathematics
Learning Goals
Program and Grade-Level Goals clarify student expectations

By Amy Dillard
Associate Director of Everyday Mathematics, Third Edition

The Third Edition of Everyday Mathematics incorporates the latest educational research as well as teacher feedback from the Second Edition. Importantly, the Third Edition remains true to the philosophy of earlier editions.

One area of change in the Third Edition clarifies student expectations throughout the curriculum by modifying the Beginning (B), Developing (D), and Secure (S) label system. In order to better explain some of the changes surrounding B, D and S, I’d like to backtrack a bit and discuss the evolution of Everyday Mathematics’ learning goals.

The labels B, D, and S were introduced in an update of the First Edition in order to help teachers feel more comfortable moving through the curriculum because they didn’t know where a particular skill or concept fell in terms of the curriculum. In the Second Edition, the main function of the Beginning, Developing, and Secure labels was to provide information about the curriculum’s treatment of a topic. If a learning goal was marked as Beginning at a certain point in the curriculum, teachers were to understand that instruction at that point was an introduction to the skill or concept. Developing indicated that the curriculum had provided prior treatment of the skill or concept, but further instruction would occur in subsequent lessons. If a learning goal was marked Secure at a certain point, the curriculum would provide additional opportunities to practice and apply the skill or concept, but lessons would no longer be devoted to it. A secondary function of the B, D, and S labels was to indicate individual students’ levels of mastery of skills and concepts.

Feedback from users of the Second Edition, however, challenged the authors to look more closely at the B, D, and S labels on learning goals. For example, teachers asked thought-provoking questions:

• If a learning goal is labeled as beginning or developing at a certain point in the curriculum, then at what point does it become Secure?
• If a learning goal is labeled as developing in Unit 1, does that mean it is still considered developing at the end of the year?
• How do learning goals connect across grade levels?
• Why are there more Secure learning goals at some grade levels than others?
• If a child does not demonstrate proficiency with a Secure learning goal in Unit 2, when will I have the opportunity to check back to see if progress has been made?
• What should the majority of third graders (or students at any grade level) be able to do by the end of the year?

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Program and Grade-Level Goals

The Third Edition of *Everyday Mathematics* addresses these questions in part through the introduction of Program Goals and Grade-Level Goals. Program Goals are the threads that weave the curriculum together across grades. These goals are organized by content strand and are the same at all grade levels. The goals express the mathematical content that all children who study *Everyday Mathematics* are expected to master.

The level of generality of our Program Goals is quite high, which is appropriate for goals that span Grades K–6. They don’t provide guidance at the level of specificity that teachers need at each grade level. The Third Edition, therefore, has another set of goals that clarify what the Program Goals mean for each grade level. There are about two dozen of these Grade-Level Goals for each grade, K–6, all linked to specific Program Goals. These Grade-Level Goals are guideposts along trajectories of learning that span multiple years and clarify our expectations for mastery at each grade level. *Everyday Mathematics* is designed so that the vast majority of students will reach the Grade-Level Goals for a given grade upon completion of that grade. Students who meet the Grade-Level Goals will be well prepared to succeed in higher levels of mathematics.

The primary function the B, D, and S system served in the Second Edition, letting teachers know where they are in the curriculum’s treatment of a topic, is met in several ways in the Third Edition. First, as outlined above, there is an explicit and well-articulated goal structure that spans all grades and provides detailed information about exactly what is to be mastered at each grade. Second, the Learning in Perspective tables found in every Unit Organizer, popular in the Second Edition, have been enhanced in the Third Edition. Third, the Teacher’s Lesson Guide alerts teachers to lesson content that is being introduced for the first time through Links to the Future notes. These notes provide specific references to future Grade-Level Goals and help teachers understand introductory activities at their grade level in the context of the entire K–6 curriculum. Finally, the new grade-level specific Differentiation Handbooks include tables that show in which unit each Grade-Level Goal is taught and practiced within the grade. Similar tables also appear at the back of each Teacher’s Lesson Guide. Unlike the Differentiation Handbook tables, these Teacher’s Lesson Guide tables span several grade levels.

The secondary function of B, D, and S in the Second Edition, as a rubric or scale for assessing students, is also met in several ways in the Third Edition. Every lesson, for example, now includes a Recognizing Student Achievement note, which identifies a task from the lesson, links that task to a specific Grade-Level Goal, and provides specific benchmarks teachers can use to judge whether students are making adequate progress toward meeting that goal. The Progress Checks in each assessment lesson have also been reorganized so that teachers can easily identify which items are assessing material students can fairly be held accountable for and which items should be used as formative or baseline assessment only. Each assessment lesson also includes an open-response item for which a task-specific rubric and annotated anchor papers are provided in the grade-level specific Assessment Handbooks.

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The labels B, D, and S are not part of the Third Edition of Everyday Mathematics, but the spirit and functions of B, D, and S live on in the Program Goals and Grade-Level Goals and in the structure and features of EM 3.0. The disappearance of these labels does not reflect a change in the Everyday Mathematics approach, but rather an attempt to make that approach easier to understand and implement.

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Put the Class to Work!

By Jaime Rowlyk

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The job of educating our students is much more than simply teaching basic skills. I believe every teacher also has a desire to teach our young children how to become self-motivated, life-long learners. This includes giving them an appreciation of hard work and the value of a dollar. To do this, I incorporated a fun activity in my Everyday Mathematics Grade 3, Unit 3 lesson.

In this activity, I decided to put my class to work. One day, the students walked into my classroom, greeted by a message on the SmartBoard that read, “Welcome, Job Applicants!”

I explained to the class that I appreciated them attending this information session. They all looked confused but intrigued. As I carried on, I informed these applicants that I was the owner of a very large company, Rowlyk’s Rockin’ Fence Company.

“I have many clients. In fact, I have so many clients, I need to hire more employees. I want to expand my company. I want to make more money!” I explained. The kids cheered with excitement!

“Today,” I explained, “you will be writing up sample quotes for my clients.” They all looked around the room with anticipation.

“We need to figure out the dimensions of each fence based on the measurements of each customers’ yard. I need you to draw up a sample map of what the fence might look like based on the dimensions you found.”

Each table was given the lengths and the widths of the customers’ yards. It was up to the job applicants to draw the fence on graph paper and figure out the perimeter.

Rather than placing a star or sticker on the child’s work, I treated them like real job applicants. I placed a large “You’re hired!” on their work! The kids cheered with excitement and couldn’t wait to see who also got the job. As I circulated the room and assisted with some of the sample quotes, other kids talked about how happy they were to be hired. They couldn’t wait for their next assignment!

Little did they know – Rowlyk’s Rockin’ Fence Company was really expanding! Later in the Unit, new hires had to create pools inside their fences while other new hires laid carpet as we worked with area. We even planned an entire neighborhood and learned that length and the width are very important when designing a new housing development because half of your client’s home may end up in the street!