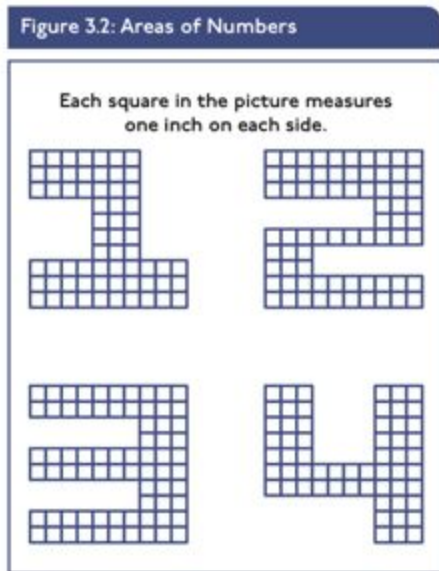


Planning for Complex Instruction

Task



Source: Adapted from Illustrative Mathematics, <https://www.illustrativemathematics.org/contentstandards/3/MD/C/tasks/516>

Learning Objective(s)

Students can calculate the area of rectilinear shapes using multiplication (3.MD.7).

Indicators of Proficiency

Meeting Grade-Level Expectations	Students can calculate the area of rectilinear shapes using multiplication (3.MD.7).
Approaching Grade-Level Expectations	Students can calculate the area of rectilinear shapes using skip counting.
Needs Significant Support	Students can calculate the area of rectilinear shapes by counting individual squares (3.MD.6).

Anticipated Responses

Student Response	Teacher Moves
<p><i>Example</i> Student counts the squares one-by-one to calculate the area.</p>	<p><i>Example</i></p> <ul style="list-style-type: none"> • <i>Is there a more efficient way?</i> • <i>What might happen if...?</i> • <i>Are there any tools that might help you become more efficient?</i>

Planning for Complex Instruction

Task

Learning Objective(s)

Indicators of Proficiency

Meeting Grade-Level Expectations	
Approaching Grade-Level Expectations	
Needs Significant Support	

Anticipated Responses

Student Response	Teacher Moves
<p><i>Example</i> Student counts the squares one-by-one to calculate the area.</p>	<p><i>Example</i></p> <ul style="list-style-type: none"> • Is there a more efficient way? • What might happen if...? • Are there any tools that might help you become more efficient?