Louisiana Guide to Illustrative Mathematics

Grade 3

To assist teachers with the implementation of the Illustrative Mathematics curriculum for Grade 3, this document provides multiple layers of guidance regarding how Illustrative Mathematics lessons correlate with the Louisiana Student Standards for Mathematics (LSSM). Illustrative Mathematics is a focused, coherent math curriculum that provides ample instructional guidance for teachers. This Louisiana Guide to Implementing Illustrative Mathematics goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability by offering a suggested pacing calendar, highlighting the prerequisite standards and grade level standards by unit, detailing standards by lesson, and showcasing the alignment to the Louisiana Student Standards for Mathematics.

The guidance document is considered a “living” document. We believe that educators will find ways to make improvements to the guidance document as they use it. Please send feedback to STEM@la.gov.

March 26, 2024

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Grade 3 Suggested Implementation Calendar

Grade 3	Unit	Approximate Number of Days	Number of Lessons
Weeks 1-5	Unit 1: Introducing Multiplication	22-25 Days	21 Lessons
Weeks 6-9	Unit 2: Area and Multiplication	15-20 Days	15 Lessons
Weeks 10-14	Unit 3: Wrapping Up Addition and Subtraction within 1,000	22-25 Days	21 Lessons
Weeks 15-19	Unit 4: Relating Multiplication to Division	23-25 Days	22 Lessons
Weeks 20-23	Unit 5: Fractions as Numbers	19-20 Days	18 Lessons
Weeks 24-27	Unit 6: Measuring Length, Time, Liquid Volume, and Weight	17-20 Days	16 Lessons
Weeks 28-31	Unit 7: Two-Dimensional Shapes and Perimeter	15-20 Days	15 Lessons
Weeks 32-34	Unit 8: Putting It All Together	15 Days	15 Lessons

Alignment to Louisiana Student Standards for Mathematics

Focus in the Standards

Not all content at given grades is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Louisiana Standards for Mathematical Practices. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work on the grade (■). Supporting work (◘) and, where appropriate, additional work (○) can engage students in the major work of the grade.

Grade 3: Standards by Unit							
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
3.OA.A.1 3.OA.A.3 3.OA.A.4 3.OA.C.7 3.OA.D.9 3.NBT.A.2 3.OA.B.5 3.MD.B.3	3.MD.C.5 3.MD.C.5a 3.MD.C.5b 3.MD.C.6 3.MD.C.7 3.MD.C.7b 3.MD.C.7d 3.NBT.A.2 3.OA.D.9 3.OA.A.1	3.NBT.A.1 3.NBT.A.2 3.OA.D.8 3.OA.D.9 3.OA.B.5 3.OA.C.7	3.OA.A.2 3.OA.A.3 3.OA.A.4 3.NBT.A.2 3.NBT.A.3 3.OA.B.5 3.OA.B.6 3.OA.C.7 3.MD.C.7c 3.OA.D.8 3.OA.D.9	3.G.A.2 3.NF.A.1 3.NF.A.2 3.NF.A.2a 3.NF.A.2b 3.NF.A.3a 3.NF.A.3b 3.NF.A.3c 3.NF.A.3d 3.OA.C.7 3.MD.B.4	3.MD.B.4 3.NBT.A.2 3.NF.A.3c 3.OA.C.7 3.MD.A.1 3.MD.A.2 3.NF.A.1 3.OA.A.3	3.G.A.1 3.NBT.A.3 3.MD.D.8 3.OA.C.7 3.OA.D.8	3.NF.A.1 3.NF.A.2 3.NF.A.3 3.OA.D.8 3.OA.C.7 3.OA.B.6 3.OA.A.3 3.OA.A.1 3.MD.B.3 3.MD.C.7b 3.MD.C.7d 3.MD.D.8 3.NBT.A.2 3.NBT.A.3
Prerequisite Standards: 2.NBT.B.5 2.MD.D.10 2.OA.C.4	2.NBT.B.5	2.NBT.B.1 2.NBT.B.3 2.NBT.B.7 2.NBT.B.8		2.G.A.3	2.MD.D.9	2.G.A.1 2.NBT.A.1 2.OA.C.3	2.MD.b.6 2.MD.A.2 2.G.A.3 2.OA.C.3 2.OA.C.4 2.NBT.A.1

Standards by Lesson

Grade 3: Standards by Lesson	
Unit 1 Lessons	**Standards**
1	3.MD.B.3
2	3.MD.B.3
3	3.MD.B.3
4	3.MD.B.3
5	3.MD.B.3
6	3.MD.B.3
7	3.MD.B.3
8	3.MD.B.3
9	3.OA.A.1
10	3.OA.A.1

11	3.OA.A.1
12	3.OA.A.1, 3.OA.A.3
13	3.OA.A.1, 3.OA.A.3
14	3.OA.A.1, 3.OA.A.3, 3.OA.A.4, 3.OA.C.7, 3.OA.D.9
15	3.OA.A.3, 3.OA.A.4, 3.OA.C.7, 3.OA.D.9
16	3.OA.A.1
17	3.OA.A.1
18	3.OA.A.1
19	3.OA.A.1, 3.OA.A.3, 3.OA.C.7, 3.OA.D.9
20	3.NBT.A.2, 3.OA.B.5
21	3.OA.A.3, 3.MD.B.3
Unit 2 Lessons	**Standards**
1	3.MD.C.5, 3.OA.A.1

2	■ 3.MD.C.5, ■ 3.MD.C.5a, ■ 3.MD.C.5b
3	■ 3.MD.C.5b, ■ 3.MD.C.6
4	■ 3.MD.C.6
5	■ 3.MD.C.7b, ■ 3.OA.B.5
6	■ 3.MD.C.6
7	■ 3.MD.C.6
8	■ 3.MD.C.7b, ■ 3.OA.B.5
9	■ 3.MD.C.7b, ■ 3.OA.B.5
10	■ 3.MD.C.7b, ■ 3.OA.B.5
11	■ 3.MD.C.7b, ■ 3.MD.C.7d, ■ 3.OA.B.5, ■ 3.OA.D.9
12	■ 3.MD.C.7d, ○ 3.NBT.A.2
13	■ 3.MD.C.7d, ○ 3.NBT.A.2
14	■ 3.MD.C.7d
15	■ 3.MD.C.5, ■ 3.MD.C.6, ■ 3.MD.C.7b, ■ 3.MD.C.7d

Unit 3 Lessons	Standards
1	○ 3.NBT.A.2
2	■ 3.OA.D.9, ○ 3.NBT.A.2
3	○ 3.NBT.A.2
4	○ 3.NBT.A.2
5	■ 3.OA.D.9, ○ 3.NBT.A.2
6	○ 3.NBT.A.2
7	○ 3.NBT.A.2
8	○ 3.NBT.A.2
9	○ 3.NBT.A.2
10	○ 3.NBT.A.2
11	○ 3.NBT.A.2
12	○ 3.NBT.A.2, ■ 3.OA.B.5, ■ 3.OA.C.7

13	○ 3.NBT.A.1
14	○ 3.NBT.A.1
15	○ 3.NBT.A.1
16	○ 3.NBT.A.1, ■ 3.OA.C.7
17	■ 3.OA.D.8, ■ 3.OA.D.9
18	■ 3.OA.D.8
19	■ 3.OA.D.8
20	■ 3.OA.C.7, ■ 3.OA.D.8
21	○ 3.NBT.A.1, ○ 3.NBT.A.2
Unit 4 Lessons	**Standards**
1	■ 3.OA.A.2, ■ 3.OA.A.3
2	■ 3.OA.A.2, ■ 3.OA.A.3
3	○ 3.NBT.A.2, ■ 3.OA.A.2

4	○ 3.NBT.A.2, ■ 3.OA.A.2
5	○ 3.NBT.A.2, ■ 3.OA.A.2, ■ 3.OA.A.3
6	■ 3.OA.A2, ■ 3.OA.B.6
7	○ 3.NBT.A.3, ■ 3.OA.A.2, ■ 3.OA.A.3, ■ 3.OA.B.6
8	■ 3.OA.B.6, ■ 3.OA.C.7
9	■ 3.OA.C.7, ■ 3.OA.D.9
10	■ 3.MD.C.7c, ■ 3.OA.C.7
11	■ 3.MD.C.7c, ■ 3.OA.C.7
12	○ 3.NBT.A.3
13	■ 3.OA.A.3, ■ 3.OA.B.5, ■ 3.OA.C.7
14	■ 3.OA.B.5, ■ 3.OA.C.7
15	■ 3.OA.A.3, ■ 3.OA.B.5, ■ 3.OA.C.7, ■ 3.MD.C.7c
16	■ 3.OA.B.5, ■ 3.OA.C.7
17	○ 3.NBT.A.3, ■ 3.OA.B.5, ■ 3.OA.D.8

18	3.OA.A.2, 3.OA.A.3
19	3.NBT.A.3, 3.OA.A.2, 3.OA.B.5, 3.OA.C.7
20	3.OA.B.5, 3.OA.C.7
21	3.OA.D.8
22	3.OA.A.2, 3.OA.A.3, 3.OA.A.4, 3.OA.D.8, 3.MD.C.7
Unit 5 Lessons	**Standards**
1	3.G.A.2, 3.NF.A.1
2	3.G.A.2, 3.NF.A.1
3	3.NF.A.1
4	3.NF.A.1, 3.NF.A.2, 3.OA.C.7
5	3.NF.A.2
6	3.NF.A.2, 3.NF.A.2a
7	3.NF.A.2, 3.NF.A.2b

8	■ 3.NF.A.2, ■ 3.NF.A.3c, ■ 3.OA.C.7
9	■ 3.NF.A.2
10	■ 3.NF.A.2, ■ 3.NF.A.3a, ■ 3.NF.A.3b
11	■ 3.NF.A.3a, ■ 3.NF.A.3b, ■ 3.OA.B.5, ■ 3.OA.C.7
12	■ 3.NF.A.3, ■ 3.NF.A.3a, ■ 3.NF.A.3b
13	■ 3.NF.A.3c
14	■ 3.NF.A.3, ■ 3.NF.A.3c, ■ 3.NF.A.3d
15	■ 3.NF.A.3, ■ 3.NF.A.3d
16	■ 3.NF.A.3d
17	▣ 3.MD.B.4, ■ 3.NF.A.2, ■ 3.NF.A.3, ■ 3.NF.A.3d
18	■ 3.NF.A.2
Unit 6 Lessons	**Standards**
1	▣ 3.MD.B.4

2	3.MD.B.4
3	3.MD.B.4, 3.NF.A.3c
4	3.MD.B.4
5	3.MD.B.4, 3.OA.C.7
6	3.MD.A.2
7	3.MD.A.2
8	3.MD.A.2, 3.NF.A.1, 3.OA.C.7
9	3.MD.A.1
10	3.MD.A.1
11	3.MD.A.1
12	3.MD.A.2
13	3.MD.A.2
14	3.MD.A.1, 3.MD.A.2, 3.NBT.A.2
15	3.MD.A.1, 3.MD.A.2, 3.OA.A.3, 3.OA.C.7

16	3.MD.A.2
Unit 7 Lessons	**Standards**
1	3.G.A.1
2	3.G.A.1, 3.NBT.A.3
3	3.G.A.1, 3.NBT.A.3
4	3.G.A.1
5	3.G.A.1, 3.OA.C.7
6	3.MD.D.8
7	3.MD.D.8, 3.NBT.A.2
8	3.MD.D.8, 3.OA.C.7
9	3.MD.D.8
10	3.MD.D.8, 3.OA.C.7, 3.OA.D.8
11	3.MD.D.8, 3.OA.C.7

12	3.MD.D.8, 3.OA.C.7
13	3.MD.D.8
14	3.G.A.1, 3.MD.D.8
15	3.MD.D.8
Unit 8 Lessons	**Standards**
1	3.NF.A.1, 3.NF.A.2
2	3.NF.A.2, 3.NF.A.3
3	3.NF.A.1, 3.NF.A.2, 3.NF.A.3
4	3.MD.C.7b, 3.MD.C.7d, 3.MD.D.8
5	3.NBT.A.2, 3.OA.D.8
6	3.MD.B.3
7	3.MD.B.3
8	3.OA.C.7

9	3.OA.C.7
10	3.OA.A.3, 3.OA.B.6
11	3.OA.C.7
12	3.OA.A.1
13	3.OA.A.1
14	3.MD.B.4
15	3.NBT.A.2

Louisiana Alignment		
Standard Code	Standard Language	Aligned Lessons
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*	**Unit 1** Lessons 9-14, 16-19 **Unit 2** Lesson 1 **Unit 8** Lesson 13
3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8*	**Unit 4** Lessons 1-7, 18-19, 22
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	**Unit 1** Lessons 12-15, 19, 21 **Unit 4** 1-2, 5, 7, 13, 15, 18, 22 **Unit 6** Lesson 15 **Unit 8** Lesson 10
3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?*	**Unit 1** Lessons 14-15 **Unit 4** Lesson 22

3.OA.B.5	Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*	**Unit 1** Lesson 1 **Unit 2** Lessons 5, 8-11 **Unit 3** Lesson 12 **Unit 4** Lessons 13-17, 19-20 **Unit 5** Lesson 11
3.OA.B.6	Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8*.	**Unit 4** Lessons 6-8 **Unit 8** Lesson 10
3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	**Unit 1** Lesson 19 **Unit 3** Lessons 16, 20 **Unit 4** Lessons 8-11, 19-20 **Unit 5** Lessons 4, 8 **Unit 6** Lessons 5, 8, 15 **Unit 7** Lessons 5, 8, 10-12 **Unit 8** Lessons 8-9, 11
3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	**Unit 3** Lessons 17-20 **Unit 4** Lessons 17, 21-22 **Unit 7** Lesson 10 **Unit 8** Lesson 5
3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	**Unit 1** Lessons 14-15, 19 **Unit 2** Lesson 11 **Unit 3** Lesson 2, 5 **Unit 4** Lesson 9

3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	**Unit 3** Lessons 13-16, 21
3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Unit 2** Lesson 13 **Unit 3** Lessons 3-12, 21 **Unit 4** Lessons 3-5 **Unit 6** Lesson 14 **Unit 7** Lesson 7 **Unit 8** Lessons 5, 15
3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 80, 5 60) using strategies based on place value and properties of operations.	**Unit 4** Lessons 7, 12, 17, 19 **Unit 7** Lessons 2-3
3.NF.A.1	Understand a fraction 1/b, with denominators 2, 3, 4, 6, and 8, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	**Unit 5** Lessons 1-4 **Unit 8** Lessons 1, 3
3.NF.A.2	Understand a fraction with denominators 2, 3, 4, 6, and 8 as a number on a number line diagram.	**Unit 5** Lessons 5-9, 17, 18 **Unit 8** Lessons 1-3
3.NF.A.2a	Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	**Unit 5** Lesson 6
3.NF.A.2b	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	**Unit 5** Lesson 7

3.NF.A.3	Explain equivalence of fractions with denominators 2, 3, 4, 6, and 8 in special cases, and compare fractions by reasoning about their size.	**Unit 5** Lessons 14-15, 17 **Unit 8** Lessons 2-3
3.NF.A.3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	**Unit 5** Lessons 10-12
3.NF.A.3b	Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	**Unit 5** Lessons 10-12
3.NF.A.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*	**Unit 5** Lessons 8, 13-14 **Unit 6** Lesson 3
3.NF.A.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	**Unit 5** Lessons 14-17
3.MD.A.1	Understand time to the nearest minute.	**Unit 6** Lessons 9-11, 14-15
3.MD.A.1a	Tell and write time to the nearest minute and measure time intervals in minutes, within 60 minutes, on an analog and digital clock.	
3.MD.A.1b	Calculate elapsed time greater than 60 minutes to the nearest quarter and half hour on a number line diagram.	

3.MD.A.1c	Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	
3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	**Unit 6** Lessons 6-8, 12-15
3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	**Unit 1** Lessons 2-8, 21 **Unit 8** Lesson 7
3.MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	**Unit 6** Lessons 1-5 **Unit 8** Lesson 14
3.MD.C.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.	**Unit 2** Lessons 1-2, 15
3.MD.C.5a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	**Unit 2** Lesson 2
3.MD.C.5b	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	**Unit 2** Lessons 2-3

3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	**Unit 2** Lessons 3-4, 6-7, 15
3.MD.C.7	Relate area to the operations of multiplication and addition.	**Unit 4** Lesson 22
3.MD.C.7a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	
3.MD.C.7b	Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	**Unit 2** Lessons 5, 8-11, 15 **Unit 8** Lesson 4
3.MD.C.7c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	**Unit 4** Lessons 10-11, 15
3.MD.D.8	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	**Unit 7** Lessons 6-15 **Unit 8** Lesson 4
3.MD.E.9	Solve word problems involving pennies, nickels, dimes, quarters, and bills greater than one dollar, using the dollar and cent symbols appropriately.	

◘ 3.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	**Unit 7** Lessons 1-5, 14
◘ 3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*	**Unit 5** Lessons 1-2

Acceleration in Mathematics within the context of Illustrative Mathematics

Diagnose	**Check Your Readiness Assessments and Teacher Guides** • assess prerequisite standards; • provide guidance to support planning for learning acceleration; • offer varied problem types; and • are available in two versions of each pre-unit assessment.
Plan	**Check Your Readiness** gives cues as to when the prerequisite knowledge will be needed. **Adaptation Packs** provide guidance on whole-group acceleration supports **Accelerate Math Materials** are designed for small groups and address prerequisite knowledge standards.
Deliver	During the **Deliver** phase, follow through on the plan. Remember that the plan is not a commitment in the strictest sense. Teachers should feel empowered to adjust as you move through the plan and engage in the acceleration cycle at the lesson level and implement just-in-time supports designed for alignment to your high-quality resource.
Monitor	**To Monitor,** use daily student work from tasks embedded in the curriculum and student work from the support session. Use information gained about student understanding to plan next instructional steps. IM provides suggestions in the form of Cool down guidance to assist teachers in interpreting the urgency of students daily unfinished learning. Each Cool-down is classified in one of three ways: ● **More Chances** suggests to the teacher that there is no need to stop and reteach at this point. There are additional lessons and examples *coming next to support the skill* and the standard should not yet be secure in student knowledge. ● **Points to Emphasize** is the label for cool downs that have key details, definitions, or steps that should be noted. If students struggle with these items, the teacher is guided on where in the next couple lessons to *emphasize* the details and support the unfinished learning. ● A **Press Pause** cool down is a stopping point within the unit where the skill should be retaught and supported with additional examples. *Future lessons are dependent* on students being confident in these items.