Amplify Education, Inc.

English Mathematics, 3

Amplify Desmos Math Texas G3 Student Blended Package

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	**9798895806784**	**Both Print and Digital**	**Static**

Rating Overview

TEKS SCORE	ELPS SCORE	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	100%	4	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	28 out of 28	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	27 out of 27	100%
4. Depth and Coherence of Key Concepts	19 out of 19	100%
5. Balance of Conceptual and Procedural Understanding	41 out of 41	100%
6. Productive Struggle	22 out of 22	100%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	0	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	21
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course and lesson-level design.

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	All criteria for guidance met.	4/4
1.1b	All criteria for guidance met.	2/2
1.1c	All criteria for guidance met.	2/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	**TOTAL**	12/12

1.1a – Materials include a scope and sequence outlining the TEKS, ELPS, and concepts taught in the course.

The grade 3 "Teacher Edition Overview" includes a year-long scope and sequence that outlines a specific order in which the concepts are to be taught. Additionally, the scope and sequence outlines the concepts, knowledge, and skills of the course aligned to the Texas Essential Knowledge and Skills (TEKS) and the Texas English Language Proficiency Standards (ELPS) for grade 3.

The materials include a "Table of Contents," providing the TEKS for each outlined unit. ELPS are not included within the "Table of Contents"; however, concepts are referenced next to each unit indicator.

The ELPS can be found in the "Teacher Overview" section under "Proficiency Leveled ELPS Support" and the "Grade 3 Math Language Development Resources Teacher Pages."

1.1b – Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).

The materials include a suggested pacing calendar within the scope and sequence of the "Teacher Edition Overview." This calendar outlines the concepts in each unit and suggests pacing for each unit. For example, there are options for varying numbers of instructional days.

The grade 3 *Teacher Edition* provides "Alternate Calendar Suggestions" for 165 and 210 instructional days in the scope and sequence.

The grade 3 *Teacher Edition*, Unit 1, provides suggested pacing with "short on time" considerations.

1.1c – Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

The *Teacher Edition* includes a summary of the unit, explaining the content goals.

The materials include a "Connections and Coherence" document that explains how concepts connect throughout the unit and describes the prior and future learning.

In "Designed Around the TEKS," the rationale for the unit order is provided. For example, in *Volume 1: Units 1–3*, the materials state, "Each unit within the materials includes a "Connections and Coherence" reference, which explains how the concepts will connect throughout the unit." This describes the prior and future learning between grade 2, grade 3, and grade 4.

1.1d – Materials include protocols with corresponding guidance for unit and lesson internalization.

Every unit has a "Unit at a Glance" page, which shows teachers everything they need to know to get started planning their upcoming unit. These resources support teachers in their unit planning and in making choices in response to students' thinking, strengths, and needs that arise throughout the unit.

In the "Teacher Unit Overview," the mathematical background section includes processes for teachers to understand and prepare to teach a unit thoroughly. This includes understanding the sequence of learning in the unit by identifying concepts and the learning progression.

In grade 3, Unit 1, Lesson 1, the materials include processes for teachers to thoroughly understand and prepare to teach the lesson by reviewing the lesson objective, necessary vocabulary, and success criteria. For example, in grade 3, Unit 1, Lesson 1, the lesson objectives are stated with background information and examples and paired with process standards in the key concepts section.

1.1e – Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.

Guidance is provided for instructional leaders to support teachers with implementing the materials as designed. For example, the "K–5 Look-For Guide" explains how it supports leaders "with planning, coaching, walkthroughs, and observations while implementing *Amplify Desmos Math Texas*." The guide provides an outline of what to look for with the classroom setup and materials, the structured approach to problem-based learning, and how student thinking is made evident.

In the *Amplify Desmos Math Texas* "PD Library," there is a section specifically for instructional leaders to use scripted talk cards with educators when having coaching conversations. For example, the scripted talk card three guides educators to reflect on differences among students' learning.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	2/2
1.2b	All criteria for guidance met.	2/2
—	**TOTAL**	4/4

1.2a – Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

The materials provide the teacher with the mathematical foundations from previous learning that lead to effective instruction for learning concepts within the unit. The "Connections and Coherence" within the materials provides prior and future learning information.

The materials include a "Unit Overview" that provides teacher guidance to support concept development by outlining the background knowledge and vocabulary teachers need to teach each lesson effectively. For example, each unit includes a spotlight on vocabulary with provided strategies.

"Key Concepts" within each lesson provide background knowledge. For example, in Unit 1, Lesson 1, the materials state, "In grade 3, students explored the relationship between equal groups and even and odd numbers, and they used the structure of equal groups to determine the total number of objects organized in an array . . . "

The materials provide an overview of previously taught academic, new, and contextual vocabulary and state where new vocabulary is introduced at the beginning of each unit in the "Teacher Edition Overview."

1.2b – Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

Materials include a "Unit Caregiver Support" resource in both Spanish and English to provide families with a resource to support students at home. For example, the "Mathematical Background" section provides the content students learn in the unit with examples to solve equations. The "Unit Investigation" section provides the skills they are working on, and "Caregiver Connection" provides an activity to play at home.

The materials inform families in Spanish and English about the objectives of the unit and provide suggestions on how they can support student progress, such as visual representations, academic vocabulary, activities that reinforce learning at home, questions to ask at home, and strategies to reinforce learning. For instance, the "Caregiver Connection" states, "students may enjoy sorting flat objects into categories at home, such as envelopes, paper plates, coasters, etc."

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	All criteria for guidance met.	8/8
1.3b	All criteria for guidance met.	3/3
1.3c	All criteria for guidance met.	1/1
—	**TOTAL**	12/12

1.3a – Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS and the ELPS).

All lessons in the *Teacher Edition* are accompanied by comprehensive lesson plans, which include content and language objectives, questions, tasks, materials, and all guidance, routines, and instructional moves to attain those objectives.

In grade 3, a lesson on "Adding Using Strategies Based on Place Value" provides objectives for both the TEKS and ELPS in the "Key Concepts" section. In the Activity 1 section of the lesson, the teacher is provided with questions to pose to students during the monitor section of the activity.

The materials in the grade 3 "Unit Teacher Edition Overview" direct teachers to the top of the activity pages within each lesson to gather the necessary materials.

In the "Show What You Know" section of the lesson, teachers assign students an independent task to demonstrate their understanding of the given math concept.

1.3b – Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.

The "Teacher Edition Overview" includes "Materials and Prep" for each unit. It lists the materials and resources used in that unit and where to find them. It also includes the suggested timing with the "Unit at a Glance." Pacing options are provided with suggested minutes for the Pre-Unit Check, Sub-Unit Quizzes, 23 Lessons, and End-of-Unit Assessments. "Each unit includes center resources, which consist of needed materials for both students and teachers. For instance, grade 3 "Centers Resources" includes a document for center directions for student use, such as a recording sheet, shape cards, and straightedges.

The "Lesson at a Glance" section includes a timeline of all activities. Each activity includes subsections for materials, such as manipulative kits, and additional prep.

1.3c – Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

All materials include an "Intervention and Extension" resource for extended practice, such as homework, extension, and enrichment.

In Unit 4, Lesson 16, the materials provide guidance on how to select resources that align with a student's performance, whether they need review and additional practice or require extensions and enrichment activities based on the differentiation table provided after the lesson.

The materials guide teachers in understanding how lesson materials can also serve as extended practice. "Differentiation Beyond the Lesson" offers guidance with provided activities to support, strengthen, or stretch learning objectives, allowing students to complete them independently at their own pace during school or as homework.

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	9/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	All criteria for guidance met.	6/6
2.1e	All criteria for guidance met.	2/2
—	**TOTAL**	21/21

2.1a – Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

Amplify Desmos Math Texas grade 3 includes a variety of assessments and question types at the unit and lesson level. For example, grade 3, Unit 1 includes a Pre-Unit Check to learn about students' understanding of foundational skills and concepts at the unit level.

The materials include a variety of tasks within diagnostic assessments at the lesson level. For example, the grade 3 Unit 4 Pre-Unit Check has students partition a rectangle to determine "equal shares of identical wholes do not have to have the same shape."

The materials include summative unit assessments measuring mastery of all skills taught within the unit. For example, the grade 3, Unit 4, End-of-Unit Assessment, Form A prompts students to partition a shape, locate and label a number line, select three true statements, use a rubric to develop a plan, and explain whether students agree or disagree.

2.1b – Materials include the definition and intended purpose for the types of instructional assessments included.

The materials include a grade 3 "mCLASS Beginning-of-Year Screener," which provides an opportunity for students to show what they know before they begin this year. The teacher will learn about students' foundational concepts and skills to help support, strengthen, and stretch understanding throughout the year.

The materials in grade 3, Unit 4, Fractions as Numbers, include examples of how to utilize different formative assessments, such as Pre-Unit Checks, Sub-Unit Quizzes, Think-Pair-Share activities, and Show What You Know assessments.

The materials include the definition of summative assessments and their purpose of evaluating learning, skill acquisition, and achievement at the end of a unit, semester, or academic year. The grade 3, "Assessment Resources Overview," includes examples of how to use summative assessments, such as options for reteaching or reassessment after reviewing data.

2.1c – Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

The materials provide the teacher with suggestions and a script for teachers to follow to ensure a consistent administration of the various types of assessments in *Amplify Desmos Math Texas*.

The materials include accurate administration of instructional assessments by providing clear information about the time for assessments. For instance, the grade 3 Pre-Unit Check includes an "Assess and Respond" section, which contains the icon of a clock showing the allotted time of 20 minutes.

2.1d – Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

Amplify Desmos Math Texas grade 3 includes diagnostic assessments at the beginning of each unit through the Pre-Unit Check to determine students' proficiency with prerequisite skills in the upcoming unit. These assessments are aligned with the unit's objectives and the course.

The materials include formative assessment items aligned with the TEKS. For example, objectives are listed for each Show What You Know assessment, aligned to the TEKS and lesson objectives.

The materials include a summative assessment in the form of the End-of-Unit Assessment, aligned to the TEKS and objectives of the unit.

2.1e – Instructional assessments include TEKS-aligned items at varying levels of complexity.

The materials include formative assessments with multiple-choice, open-response, and multi-select items aligned to the TEKS. For instance, the 3.4 Sub-Unit 3 Quiz includes digital and paper versions, which prompt students to show their thinking, and practice multiple-choice and open-response problem-type questions.

The materials include instructional assessments with TEKS-aligned items of different complexity levels. The "Assess and Respond Item Analysis" lists Depth of Knowledge (DOK) question levels. For example, in the 3.3 End-of-Unit Assessment, Problems 2 and 5 are listed as DOK-2.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	All criteria for guidance met.	2/2
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
—	**TOTAL**	5/5

2.2a – Instructional assessments and scoring information provide guidance for interpreting student performance.

The materials provide scoring rubrics and guidance for teachers to interpret student performance. For example, the 3.2 End-of-Unit Assessment, Form A rubric suggests teachers categorize students into four different categories based on their responses: meeting, approaching, developing, or beginning.

The rubric on the 3.2 "End of Unit Assessment" suggests students whose response is "four thousand six hundred eighty" on Problem 1 "may need more support reading the words and connecting words with the place value of numbers."

The "Assessment Resources Overview" includes a rubric for interpreting students' responses. For example, the grade 3, Unit 4 End-of-Unit Assessment guides teachers on scoring constructed responses.

2.2b – Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

The materials include guidance to support the teacher in using assessment results for purposeful planning of tasks and activities. For example, each End-of-Unit Assessment offers resources like mini-lessons and center activities for additional support to enhance differentiation beyond the lesson.

The grade 3, Unit 3.1 Sub-Unit 3 Quiz, "Differentiation Beyond the Lesson," provides instructional guidance for tasks and activities to target various skills, as determined by assessment data.

2.2c – Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.

In grade 3, the Assessments Resource Overview provides two types of reporting for teachers to monitor student progress and growth; for example, performance and standards reports are available for teachers to view and track student and standards data.

Using the "Assessment Resources Standards Report," teachers can view and track students' performance and progress on a single standard across time on Sub-Unit Quizzes and End-of-Unit Assessments.

Students can track their progress and growth through the "Watch Your Knowledge Grow" page by assessing their understanding before beginning and after each unit.

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

Guidance marked with a (T) refers to teacher-facing components. Guidance with an (S) refers to student-facing components.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	All criteria for guidance met.	3/3
3.1b	All criteria for guidance met.	2/2
3.1c	All criteria for guidance met.	2/2
—	**TOTAL**	7/7

3.1a – Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

Materials include teacher guidance for differentiated instruction. For example, in grade 3, Unit 1, Lesson 2, the materials include a section for "Differentiation Beyond the Lesson." It provides instructions for identifying and supporting students who have not reached proficiency on grade-level content and skills.

In grade 3, Unit 2, additional mini lessons include reteaching opportunities for students who have not yet mastered the concept of adding and subtracting within one thousand.

The End-of-Unit Assessment for grade 3, Unit 4, features a "Differentiation Table" that categorizes students into three groups: students who need support, students who could benefit from more practice to strengthen their understanding, and students who are ready. The table provides specific strategies for each group, helping teachers address individual needs effectively. The section labeled "respond to student thinking" highlights the importance of adapting instruction based on student responses to promote proficiency for all learners.

3.1b – Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)

The materials include embedded supports for unfamiliar vocabulary and references in text. For example, "Vocabulary of the Unit" for grade 3, Unit 2, shows the new, review, and contextual vocabulary that students will learn in the unit, along with vocabulary strategies to support students' vocabulary development.

Grade 3 resources include "Math Language Development Resources," which provide lesson-level, unit-level, and course-level support that benefits all students.

In *Amplify Desmos Math Texas*, the Total Physical Response routine is used to support students' language acquisition of new vocabulary words and phrases by connecting listening with physical movement. In this routine, students respond to oral instructions or requests that include the new vocabulary by using gestures or other physical actions. For example, in grade 3, Unit 1, Lesson 8, the materials instruct the teacher to consider using the Total Physical Response routine by inviting students to use hand gestures to show vertical columns and horizontal rows.

3.1c – Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skill.

The grade 3 materials provide differentiated instruction, enrichment, and extension activities for teachers to guide students who have demonstrated proficiency in grade-level content. For example, Unit 2, Lesson 9 includes Differentiation Beyond the Lesson, providing teachers with "Support, Strengthen, and Stretch" mini-lessons, centers, and extension activities.

The materials feature enrichment activities and extra components in each lesson, such as centers, lesson practice, fluency, and math adventures. For grade 3, Unit 2, the math adventures include "Formula Won," a racing game in which players compete against AI using integers, mixed numbers, and decimals.

Amplify Desmos Math Texas grade 3 "Overview" includes extension activities that support extending the learning. For example, 3.2 Sub-Unit 1 Extension stretches students' learning of adding and subtracting within 1,000.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	4/4
3.2b	All criteria for guidance met.	2/2
3.2c	All criteria for guidance met.	3/3
—	**TOTAL**	9/9

3.2a – Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.

The materials include guidance to support the teacher in modeling and explaining. For instance, in grade 3, Unit 1, Lesson 8, Activity 1, "Connect," students are asked to share an array. Direct quotes are used to engage students, for example, by asking, "How does this relate to multiplication?" Following this, the teacher is instructed to showcase a chart, create an array on it, and add annotations to clarify that columns are vertical while rows are horizontal.

For example, the Synthesis section is the opportunity for the teacher to summarize the key takeaway of the lesson to the whole class. In Unit 4, Lesson 4, the teacher formalizes new vocabulary terms for students and summarizes how students can represent a non-unit fraction.

When working through problem-solving situations, the materials include a series of think-aloud questions to model understanding and the process of analyzing and organizing measurement data.

3.2b – Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

The grade 3 *Teacher Edition* provides directions for effective lesson delivery by including detailed lesson plans with step-by-step directions, suggested pacing, and differentiation strategies for each lesson. For instance, the "Lesson at a Glance" provides suggested pacing for each part of the lesson. The whole group Warm-Up has a suggested pacing of 10 minutes, Activity 1 has a suggested pacing of 20 minutes, Activity 2 has a suggested pacing of 15 minutes, Synthesis has a suggested pacing of 10 minutes, and Show What You Know has a suggested pacing of five minutes.

The materials in grade 3, Unit 6, Lesson 2 include teacher guidance and recommendations for effective lesson delivery using a variety of instructional approaches, such as Think-Pair-Share, Differentiation, Teacher Moves, and student discussion.

3.2c – Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

The *Amplify Desmos Math Texas* grade 3 "Navigating This Program" section includes instructional routines with clear headings and descriptions at the top of each portion of the lesson to help the teacher effectively implement recommended structures (e.g., whole group, small group, individual).

The materials support multiple types of practice opportunities as students apply concepts they are learning, including individual, partnered, center, whole group, and small group opportunities. For example, in grade 3, Unit 1, Lesson 10, Activity 1, students use Think-Pair-Share for an array that represents 2 × 6 to determine the products of 4 × 6 and 8 × 6.

3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	All criteria for guidance met.	2/2
3.3b	All criteria for guidance met.	1/1
3.3c	All criteria for guidance met.	8/8
3.3d	This guidance is not applicable to the program.	N/A
—	**TOTAL**	11/11

3.3a – Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

In grade 3, materials provide teacher guidance on linguistic accommodations aligned with the ELPS to help students develop and use increasingly complex academic language. For example, the "Pronunciation Guide" provides teacher facilitation to introduce new vocabulary and invite students to practice orally repeating the new words.

The materials include dedicated sections in the lesson plans for emergent bilingual students, including details about accommodations for levels of language proficiency (e.g., beginning, intermediate, advanced, or advanced-high). For example, in the "Language Development Resources," there is a section called "Letters and Sounds," which provides different questions to ask emergent bilinguals based on their level of proficiency.

3.3b – Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

The materials include information related to the state-approved ESL and bilingual programs and provide guidance on how the programs can be used within different instructional models. For example, the course-level supports explain how *Amplify Desmos Math Texas* meets the ELPS at point-of-use moments within each lesson and in the Language Development Resource.

The materials provide embedded guidance for effective implementation in state-approved bilingual/ESL programs through lessons with specific language objectives, teacher guides, and tips for scaffolding content and language development. The "Math Language Development Resources" include an

"integrated system of lesson-level language supports, unit-level language supports, and course-level language supports."

The materials feature an online Professional Learning Library that integrates clear guidance on language acquisition techniques, such as sentence frames, graphic organizers, and sheltered instruction methods.

3.3c – Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

In grade 3, the student's "English/Spanish Glossary" provides support for Emergent Bilingual (EB) students to develop academic vocabulary. For example, the vocabulary resource contains words side by side in English and Spanish with concise definitions and detailed visuals to support EB students in academic vocabulary acquisition.

The grade 3 materials provide guided opportunities for collaboration, where students are encouraged to use precise mathematical language when explaining their solution strategies to each other. Students use routine structures, such as Think-Pair-Share, as they engage in oral and written discourse activities. For instance, in Unit 1, Lesson 13, Activity 1, students use the routine structure Compare and Connect as they share how two pictographs are similar and different, and what connections can be made between the scale and equal groups.

The materials guide teachers in using written and oral discourse during the lesson to develop vocabulary. For example, in Lesson 5, students create a Frayer Model graphic organizer that shows a definition, examples, and non-examples of the word *factor*.

3.3d – If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

This guidance is not applicable because the program is not designed for dual language immersion (DLI) programs.

4. Depth and Coherence of Key Concepts

Materials are designed to meet the rigor of the standards while connecting concepts within and across grade levels/courses.

4.1 Depth of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	All criteria for guidance met.	1/1
—	**TOTAL**	3/3

4.1a – Practice opportunities over the course of a lesson and/or unit (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.

The materials provide practice opportunities throughout the lessons and units, which require students to demonstrate a depth of understanding aligned to the TEKS. Each lesson contains practice items where students can demonstrate their understanding. The grade 3 *Teacher Edition*, Unit 4, Lesson 3 provides the "Practice Problem Analysis Table," which lists the varying DOK, TEKS alignment, on-lesson items, spiraled review, and fluency information for each item.

The materials for grade 3 include a Sub-Unit Quiz that indicates the depth of understanding aligned to the TEKS. The item analysis identifies the DOK level required for each question.

The materials provide practice opportunities over the course of a lesson, which require students to demonstrate a depth of understanding aligned to the TEKS. For instance, lesson activities include differentiation examples for the teacher to stretch students' thinking. In grade 3, Unit 1, Lesson 5, Activity 2, students may determine the solution and represent it with an equation after solving; they may also determine that the unknown is the product of eight times 16 and represent the known and unknown using an equation. To stretch thinking, the suggestion is made to ask for another situation that would match the equation.

4.1b – Questions and tasks progressively increase in rigor and complexity, leading to grade-level proficiency in the mathematics TEKS.

Questions and tasks increase in rigor and complexity. In grade 3, Unit 1, Lesson 4, students engage in a discussion about a multiplication problem to understand the problem and its quantities before solving. Students then represent multiplication problems involving equal groups with strip diagrams and write expressions to calculate totals. Students build on their conceptual understanding of multiplication by exploring and representing situations involving equal groups. Students then apply their knowledge of multiplication representations to create strip diagrams and solve story problems involving equal groups.

DOK levels are included with End-of-Unit Assessments, which provide a variety of question types, such as open-ended questions and multi-select.

4.2 Coherence of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	3/3
4.2c	All criteria for guidance met.	4/4
—	**TOTAL**	8/8

4.2a – Materials demonstrate coherence across units by explicitly connecting patterns, big ideas, and relationships between mathematical concepts.

In the grade 3 "Teacher Edition Overview," "Designed Around the TEKS," explains the connections between the patterns of different units of instruction and how they scaffold and support future learning.

The "K–5 Scope and Sequence" provides logical units that connect big ideas to reinforce prior learning and introduce new topics with meaningful connections. For example, in grade 3, Unit 1, students are introduced to multiplication, providing the background to Unit 3, where multiplication is connected to division.

Unit 1, Lesson 2 provides a section explaining the connections and coherence of the standards addressed and their connection to other mathematical concepts within the same unit. The materials highlight the importance of connecting students' prior and future learning within a unit and encourage educators to help students relate these ideas to key concepts from the previous school year.

4.2b – Materials demonstrate coherence across units by connecting the content and language learned in previous courses/grade levels and what will be learned in future courses/grade levels to the content to be learned in the current course/grade level.

The *Teacher Edition* contains a "Connections and Coherence" section at the beginning of each unit that connects prior grade-level content and future grade-level content to the current grade level.

The materials include a "Vocabulary of the Unit," highlighting the academic vocabulary new to the grade level and those introduced in previous grade levels. The "Spotlight on Vocabulary" includes strategies for teachers to allow students to make connections.

The *Teacher Edition* includes a section called "Connections to Future Learning" that explains the content learned in the unit and how it will impact future learning.

4.2c – Materials demonstrate coherence at the lesson level by connecting students' prior knowledge of concepts and procedures from the current and prior grade level(s) to new mathematical knowledge and skills.

In Unit 2, Lesson 3, the materials connect students' prior knowledge from grade 2, where students used concrete models, drawings, and strategies based on place value to add and subtract within 1,000, to the new mathematical knowledge and skills in the current unit.

Each sub-unit within the materials includes "Math That Matters Most," which includes the progression of strategies, skills, or language. For example, in grade 3, Sub-Unit 1, students begin representing a multiplication situation with equal group drawings or strip diagrams, then move to representing a multiplication situation with an expression. Students progress to determine an unknown product in multiplication involving equal groups, and then are able to determine an unknown factor in multiplication involving equal groups.

In grade 3, Unit 3, Lesson 5, the "Connections and Coherence" section explains how representing and solving division problems is built upon Lesson 4's prior learning and how the concept will be used as a foundation for Lesson 7's focus.

4.3 Coherence and Variety of Practice

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	All criteria for guidance met.	4/4
4.3b	All criteria for guidance met.	4/4
—	**TOTAL**	8/8

4.3a – Materials provide spaced retrieval opportunities with previously learned skills and concepts across lessons and units.

The materials provide spaced retrieval opportunities with previously learned skills across lessons and units in spiraled reviews. In Unit 1, Lesson 3, the spiraled review practice problems provide spaced retrieval opportunities for students to practice previously learned skills involving addition and subtraction within a unit focused on multiplication.

The "Practice Problem Item Analysis" table lists items that are part of the students' spiraled review and items that build fluency across lessons within the unit.

4.3b – Materials provide interleaved practice opportunities with previously learned skills and concepts across lessons and units.

The materials provide interleaved practice opportunities across lessons and units. Practice is provided to reinforce conceptual understanding, fluency, and ongoing spiraled review. In Unit 2, Lesson 9, students practice problems by solving addition and subtraction two-step problems involving various representations.

For example, Unit 3, Lesson 8 provides an ongoing spiraled review of multiplication and division problems.

Interleaved practice enhances students' problem-solving abilities and promotes flexible thinking as students learn to switch between different types of problems and strategies. For example, grade 3, Unit 2, Lesson 9, practice problems build and reinforce students' conceptual understanding by providing a variety of addition and subtraction two-step problems involving various representations.

5. Balance of Conceptual and Procedural Understanding

Materials are designed to balance conceptual understanding, procedural skills, and fluency.

5.1 Development of Conceptual Understanding

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.1a	All criteria for guidance met.	3/3
5.1b	All criteria for guidance met.	1/1
5.1c	All criteria for guidance met.	1/1
—	**TOTAL**	5/5

5.1a – Questions and tasks require students to interpret, analyze, and evaluate models and representations for mathematical concepts and situations.

In grade 3, questions and tasks require students to interpret, analyze, and evaluate models and representations. For example, in Unit 1, Lesson 12, *Student Edition*, students interpret, analyze, and evaluate a variety of multiplication models and representations by trading posters with their classmates that represent story problems using strip diagrams, arrays, and equations.

In grade 3, Unit 1, Lesson 13, students analyze by comparing two pictographs representing the same data with different scales to analyze the effects of scaling when representing and interpreting data.

In grade 3, Unit 1, End-of-Unit Assessment, Form A, Problems 1 and 2 require students to interpret data represented in a bar graph, and Problems 11 and 12 require students to analyze the information, develop a plan, determine the solution, justify their answer, and check for reasonableness.

5.1b – Questions and tasks require students to create models to represent mathematical situations.

The materials require students to create models to represent mathematical situations. For example, in grade 3, Unit 1, Lesson 8, students create two different arrays using twelve dots to represent equal groups.

Questions ask students to create models, such as in Unit 2, Lesson 9, *Student Edition*, where students create strip diagrams, number lines, and equations to represent two-step addition and subtraction story problems.

In Unit 4, Lesson 1, students create composite shapes using pattern blocks, with each block representing the same fraction of the whole shape.

5.1c – Questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts.

Questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts. In grade 3, students apply their conceptual understanding of place value to develop strategies for multiplying within 100 and for multiplying one-digit numbers by multiples of 10.

Students apply their conceptual understanding of financial literacy to new problem situations and contexts. For example, in Unit 5, Lesson 13, *Student Edition*, students answer questions about problem situations and contexts involving money decisions.

Throughout all units, the Sub-Unit Quizzes assess students on a subset of mathematical skills, conceptual understandings, and procedural fluencies from the unit.

5.2 Development of Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.2a	All criteria for guidance met.	2/2
5.2b	All criteria for guidance met.	3/3
5.2c	All criteria for guidance met.	3/3
5.2d	All criteria for guidance met.	1/1
—	**TOTAL**	9/9

5.2a – Materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level tasks.

The materials provide tasks designed to build students' automaticity and fluency. For example, in Unit 3, Lesson 9, students evaluate multiplication and division expressions to develop fluency with multiplication and division facts. One of the activities prompts students to use a multiplication card sort to develop automaticity and fluency with multiplication facts. This skill is needed to complete more complex mathematics in grade 3 and beyond.

In grade 3, instructional routines such as Warm-Ups are embedded in the lessons to help students develop fluency skills. For example, in Unit 4, Lesson 6, students use the choral count routine, which they count as a class by fourths. As the count is displayed, students may notice patterns or structures in the count, such as the numerator increasing by one with each count, and consider why those patterns or structures appear.

Additionally, the digital "Fluency Practice for All" provides digital flashcard sets and activities to build vital math skills and enhance students' automaticity and fluency in completing grade-level tasks.

5.2b – Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures within the lesson and/or throughout a unit.

The materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures. For example, in grade 3, Unit 2, "Adding and Subtracting within 1,000," the materials prompt students to use two efficient strategies: add-to-subtract and decomposition. Teacher guiding questions are included in the "Synthesis," namely, "Which addition/subtraction strategy do you think is the most efficient strategy?"

In grade 3, Unit 3, Lesson 9, the Warm-Up activity includes a number talk routine that allows students to tackle multiplication problems using various strategies. They can use techniques such as repeated addition, partial products, area models, and the standard algorithm. The lessons encourage students to

select a method tailored to the structure of the numbers, promoting adaptability in choosing and applying the strategies that are most efficient and effective for different types of problems.

In Unit 3, Lesson 17, students are prompted to show their thinking and use a variety of strategies to solve multistep problems involving two different operations efficiently, flexibly, and accurately.

5.2c – Materials provide opportunities for students to evaluate procedures, processes, and solutions for efficiency, flexibility, and accuracy within the lesson and throughout a unit.

Materials provide opportunities for students to evaluate procedures and processes (e.g., in grade 3, Unit 2, Lesson 6, Activity 2, students are paired to determine which subtraction strategy introduced in the activity is the most efficient in solving a given subtraction problem).

During the "Connect" segment of Unit 2, Lesson 6, the materials direct the teacher to invite students to share their responses and strategies for Problems 2 and 3. Students use the Think-Pair-Share routine to analyze and evaluate how two different strategies are similar and different, as well as how subtraction was helpful when determining the sum.

Additionally, the materials in grade 3, Unit 4, Lesson 5, Activity 2 prompt students to evaluate the accuracy of solution strategies from Problem 7, asking students, "Who do you agree with and why?"

5.2d – Materials contain embedded supports for teachers to guide students toward increasingly efficient approaches.

Materials contain embedded supports for teachers to guide students toward increasingly efficient approaches. For example, in Unit 1, Lesson 5, students are guided toward increasingly efficient approaches to solving a multiplication problem. This includes using equal-group drawings, repeated addition, and a multiplication equation that represents a story problem.

Teacher guidance to prompt students' thinking for more efficient problem-solving is included. For example, in Unit 2, Lesson 8, the prompt guides teachers to ask, "How do the operations in the equation help you represent the story problem?"

Additionally, the materials for grade 3, Unit 2, Lesson 4 include a script for teachers to guide students to increasingly efficient approaches. The materials direct teachers to say, "There are many strategies you can use to solve addition problems. Using the numbers in the addition problem can help you choose an efficient strategy. It can be helpful to use a decomposition strategy or a strategy using the relationship between addition and subtraction."

5.3 Balance of Conceptual Understanding and Procedural Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.3a	All criteria for guidance met.	2/2
5.3b	All criteria for guidance met.	3/3
5.3c	All criteria for guidance met.	6/6
—	**TOTAL**	11/11

5.3a – Materials explicitly state how the conceptual and procedural emphasis of the TEKS are addressed.

In grade 3, the materials explicitly state the conceptual and procedural emphasis of the TEKS addressed. For example, Sub-Unit 1, "Introducing Multiplication with Equal Groups, Math That Matters Most," states the objectives for the sub-unit along with progression and examples for concepts taught as the unit moves forward.

Unit 2, Lesson 3 explicitly states how the conceptual and procedural emphasis of the TEKS is addressed by stating, "Students build their conceptual understanding of adding by place value and procedural skills for adding using expanded form."

5.3b – Questions and tasks include the use of concrete models and manipulatives, pictorial representations (figures/drawings), and abstract representations, as required by the TEKS.

Questions and tasks provided in grade 3, Unit 1 include the use of concrete models, pictorial representations, and abstract representations, as required by the TEKS. For example, in Unit 1, the materials task students to use connecting cubes to create equal groups to find the product, create pictorial models of multiplication situations using strip diagrams, and write the multiplication equation that matches the story problem.

Questions and tasks provided in grade 3, Unit 3, Lesson 4 include the use of concrete, pictorial, and abstract representations, as required by the TEKS. For example, the key concepts in the lesson overview state that the goal of the lesson is for students to represent division problems using arrays, strip diagrams, and equations.

Materials require the use of manipulatives as required by the TEKS. For example, in grade 3 Unit 1, Lesson 10, the materials require students to access counting cubes or counters. Students represent and solve each story problem using an array as they show or explain their thinking.

5.3c – Materials include supports for students in connecting, creating, defining, and explaining concrete and representational models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS.

The grade 3 materials include support for students in connecting, creating, and explaining concrete models to abstract, as required by the TEKS. For example, in Unit 1, Lesson 19, "Dots and More Dots!" students use scaled dot plots to represent data. They then apply their understanding of scaled dot plots and computational strategies to answer one-step and two-step questions about data.

The grade 3 materials include supports for students in connecting representational models to abstract, as required by the TEKS. For instance, in Unit 1, Lesson 8, "Practice 1.08," students create two different arrays using twelve dots. Students then explain how the array is related to equal groups.

In grade 3, students engage in a structured discussion to understand and solve multiplication problems involving equal groups. They represent these problems using strip diagrams and utilize the multiplication structure of "number of groups × number of objects in each group" to write expressions and calculate totals, which are identified as the product.

5.4 Development of Academic Mathematical Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.4a	All criteria for guidance met.	3/3
5.4b	All criteria for guidance met.	1/1
5.4c	All criteria for guidance met.	6/6
—	**TOTAL**	10/10

5.4a – Materials provide opportunities for students to develop academic mathematical language using visuals, manipulatives, and other language development strategies.

Materials provide opportunities for students to develop academic mathematical language using visuals, manipulatives, or other language development strategies. For example, each unit contains a "Vocabulary of the Unit" overview page listing the new vocabulary, review vocabulary, and contextual vocabulary of the unit. The spotlight on vocabulary section highlights strategies for students to develop academic mathematical language.

Materials provide opportunities for students to develop their academic mathematical language using visuals, manipulatives, and other language development strategies. For example, in grade 3, materials include activity cards that provide a visual representation of mathematical language. For example, in Unit 1, Lesson 3, "Equal Groups," students complete an activity by matching visual representations of equal groups with situations.

The "Math Language Development Resources" include vocabulary routines to develop mathematical language. For example, the Frayer Model routine prompts students to complete a four-part graphic organizer that centers around a vocabulary word or phrase. The four parts of the graphic organizer include a definition of the vocabulary term, characteristics of the vocabulary term, examples of the vocabulary term, and non-examples of the vocabulary term.

Other language development strategies include the Total Physical Response routine, which supports students' language acquisition of new vocabulary words and phrases by connecting listening with physical movement. In this routine, students respond to oral instructions or requests that include the new vocabulary by using gestures or other physical actions.

5.4b – Materials include embedded teacher guidance to scaffold and support students' development and use of academic mathematical vocabulary in context.

Materials include embedded educator guidance to scaffold students' use of academic vocabulary. For example, in Unit 2, Lesson 14, teachers are prompted to use the Word Connections: Making Predictions routine with the term expanded notation. Questions such as "What does it mean for something to

expand? How could you use this understanding to predict what expanded notation might mean?" are provided to scaffold students' understanding of the word.

The "Math Language Development Resources" are supplemental resources that support and extend students' use of academic mathematical vocabulary. They provide different vocabulary routines that can be used throughout the curriculum to support students' understanding of vocabulary.

The "Glossary," which can be found on the digital "Course Overview" page and in the *Teacher Edition*, provides clear definitions of mathematical vocabulary, sometimes incorporating visuals to ensure support and cohesiveness of the vocabulary. Spanish Translations are also provided.

5.4c – Materials include embedded teacher guidance to support the application of appropriate mathematical language to include vocabulary, syntax, and discourse to include guidance to support mathematical conversations that provide opportunities for students to hear, refine, and use math language with peers and develop their math language toolkit over time as well as guide teachers to support student responses using exemplar responses to questions and tasks.

The materials embed teacher guidance to support the application of appropriate mathematical language through vocabulary, syntax, and discourse to support mathematical language. In Unit 3, Lesson 7, students mix and mingle with other students to build discourse, compare decimals, and use sentence stems to engage in discussion and build mathematical language, including greater than, less than, and equal. Teacher support guidance is included to assist those who need help getting started and to prompt whole discussion and solutions.

Materials include embedded teacher guidance to support the application of appropriate mathematical language to support mathematical conversations that provide opportunities for students to hear mathematical language with peers and develop their mathematical language toolkit over time. For example, Unit 3, Lesson 11, "More Rectangles and Expressions" guides teachers to support student application of vocabulary by having students pair up and discuss their responses. Stems are provided to prompt discussions among students, such as "What do you mean by . . . ?" "Can you tell me more about . . . ?" Students are then asked to revise their responses based on the feedback they receive.

Materials include embedded teacher guidance to support student responses by providing exemplar responses to questions and tasks in the *Teacher Edition*.

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	All criteria for guidance met.	1/1
5.5b	All criteria for guidance met.	2/2
5.5c	All criteria for guidance met.	2/2
5.5d	All criteria for guidance met.	1/1
—	**TOTAL**	6/6

5.5a – TEKS process standards are integrated appropriately into the materials.

The grade 3 materials integrate the TEKS process standards appropriately by including a "Connections and Coherence" page in each unit, which spotlights the integration of the TEKS process standards throughout the lessons in the existing unit.

Additionally, the *Teacher Edition* lists both the math process and math content standards covered in each lesson. For example, Unit 3, Lesson 6, "Even or Odd" includes math process standards 3.1.C, 3.1.D, and 3.1.G.

Additionally, End-of-Unit Assessments integrate the TEKS process standards in assessment questions and include a table that lists the relevant TEKS process standard assessed.

5.5b – Materials include a description of how TEKS process standards are incorporated and connected throughout the course.

The "Teacher Edition Overview" includes a description of how the TEKS process standards are incorporated throughout the course. For example, a table lists the TEKS process standards to show how they are incorporated throughout all the lessons of the curriculum.

The "Connections and Coherence" section in each lesson specifies how the TEKS process standards are connected and how they build over time. For example, in Unit 5, Lesson 8, a narrative is provided to connect how "students use tools or pictorial models to explain their thinking and compare strategies as well as develop solutions for solving time problems involving crossing the hour, and they report a total amount of time as a total number of minutes or hours and minutes."

The grade 3 materials describe how the TEKS process standards are incorporated and connected throughout the course. Each lesson includes "Key Concepts," which explain how the process standards are connected throughout the course. For example, students are given a non-routine task with multiple answers and solution paths to engage in the math process standards.

5.5c – Materials include a description for each unit of how TEKS process standards are incorporated and connected throughout the unit.

Amplify Desmos Math Texas grade 3 materials include a description of how the TEKS process standards are incorporated throughout the unit for each unit. The "Unit at a Glance" lists the math process standards covered in each lesson of the unit. For example, the TEKS process standards for Unit 2 are printed in gray at the bottom of the box for each lesson.

Amplify Desmos Math Texas grade 3 materials include a description of how the TEKS process standards are connected throughout each unit. For example, grade 3, Unit 1, includes "Spotlight on Connecting the Content and Process Standards" that describes how students will engage in the process standards throughout the unit, detailing the standard with description, lesson, activity, and the TEKS.

5.5d – Materials include an overview of the TEKS process standards incorporated into each lesson.

Amplify Desmos Math Texas grade 3 materials include an overview of the TEKS process standards incorporated into each lesson. The *Teacher Edition* includes the TEKS process standards listed under the TEKS subsection. For example, in Unit 6, Lesson 6, the following math process standards are listed: 3.1.B, 3.1.E, 3.1.F, 3.6.A, and 3.6.B.

Amplify Desmos Math Texas includes an overview of TEKS process standards in each lesson. For example, the TEKS section in Unit 3, Lesson 3 lists the process standards included in representing and solving one-step division problems with arrays.

The TEKS process standards are incorporated into each lesson in the *Student Edition*. Each lesson includes "Connections and Coherence" and "Prior/Future Learning" sections, which explain how the focal TEKS content and process standards relate to past and future student learning.

6. Productive Struggle

Materials support students in applying disciplinary practices to productive problem-solving, including explaining and revising their thinking.

6.1 Student Self-Efficacy

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.1a	All criteria for guidance met.	3/3
6.1b	All criteria for guidance met.	6/6
6.1c	All criteria for guidance met.	3/3
—	**TOTAL**	12/12

6.1a – Materials provide opportunities for students to think mathematically, persevere through solving problems, and to make sense of mathematics.

The grade 3 materials provide opportunities for students to think mathematically, persevere through solving problems, and make sense of mathematics. For example, each lesson begins with a Warm-Up to engage students in tasks that elicit multiple strategies and solutions.

Many of the problems throughout the units have multiple answers and solutions, thus "inviting all students to see themselves as mathematicians."

Amplify Desmos Math Texas provides opportunities for students to think mathematically, persevere through solving problems, and make sense of mathematics. For example, in Unit 3, Lesson 5, students solve two-step problems with visual representations and written equations.

6.1b – Materials support students in understanding, explaining, and justifying that there can be multiple ways to represent and solve problems and complete tasks.

The grade 3 materials support students in understanding, explaining, and justifying that there can be multiple ways to represent and solve problems and complete tasks. For instance, in Unit 2, Lessons 8–11, students represent and solve two-step addition or subtraction problems using models, number lines, and equations. Students then choose the most efficient strategy based on the problem type and solve two-step problems.

The materials in grade 3, Unit 1, Lesson 8, Activity 1 help students recognize, articulate, and justify multiple ways to represent ideas, solve problems, and complete tasks. For example, in Activity 1, "Array Hunt," the teacher prompts students to use the Collect and Display routine to share multiple groups' arrays and explain and justify how their pictures relate to multiplication.

Amplify Desmos Math Texas develops flexible thinking and deep conceptual understanding with multiple methods of solving problems. For example, in Unit 3, Lesson 1, "How can Mateo's peppers be packed

equally into boxes?" students use manipulatives and their understanding of equal groups to solve a real-world problem, sharing their thinking with a partner.

6.1c – Materials are designed to require students to make sense of mathematics through multiple opportunities for students to do, write about, and discuss math with peers and teachers.

Grade 3 materials are designed to require students to make sense of mathematics through multiple opportunities to do math, write about math, and discuss math with peers and teachers. For example, in Unit 2, Lesson 20, Activity 1, students use base-ten blocks to solve problems. Students use the Think-Pair-Share routine to discuss how a number line can help identify the nearest thousand. Students also write to explain if the number 8,374 is closer to 8,000 or 9,000.

Materials are designed to require students to make sense of mathematics through multiple opportunities for students to do, write about, and discuss math with peers and teachers. For example, in grade 3, Unit 1, Lesson 10, students solve one-step multiplication story problems using arrays, writing about their thinking and sharing in a discussion how Problem 4's array helps solve Problem 5's problem.

Amplify Desmos Math Texas uses materials to engage students in making sense of mathematics by providing multiple opportunities to actively work on problems, write about their thinking, and engage in discussions with the class. For example, in grade 3, Unit 2, Lesson 16, students compare large numbers, discuss the reasonableness of comparisons, and write a conjecture for comparing numbers.

6.2 Facilitating Productive Struggle

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	All criteria for guidance met.	6/6
6.2b	All criteria for guidance met.	4/4
—	**TOTAL**	10/10

6.2a – Materials support teachers in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications.

In grade 3, materials support teachers in guiding students to share and reflect on their problem-solving approaches. For example, the language goal in Unit 3, Lesson 10, is for students to justify whether the distributive property can be used to determine an unknown product. Differentiation is also provided at the end of each lesson to support, strengthen, and stretch student thinking.

Materials help teachers guide students in reflecting on their problem-solving processes, including articulating explanations, forming arguments, and providing justifications. For example, in grade 3, Unit 5, Lesson 5, Activity 2, the teacher prompts students to reflect and justify their solution using the Think-Pair-Share routine, asking, "How are the tools alike? How are the tools different?"

Amplify Desmos Math Texas supports teachers in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications. For example, in Unit 2, Lesson 3, students analyze and compare base-ten drawings with teacher guidance by providing sentence stems and questions to focus their responses.

6.2b – Materials include prompts and guidance to support teachers in providing explanatory feedback based on student responses and anticipated misconceptions.

The grade 3 materials offer prompts and guidance to support teachers in providing feedback based on student responses and anticipated misconceptions. Each activity includes differentiation with examples of what to look for when participating in the activity. For example, in Unit 3, Lesson 2, if students identify matches based on the known and unknown values, support may be provided by asking, "How would you solve Problem A? How is it similar to how you would solve Problem C?"

The materials provide teacher prompts and guidance to deliver explanatory feedback customized to student responses and expected misconceptions. For example, in the grade 3 "Teacher Edition Overview," teacher guidance provides a comprehensive set of differentiated ideas and tasks after each lesson, including prompts called Teacher Moves to suggest how to support students in their learning during the lesson.

The "Differentiation Teacher Moves" section provides a table with examples of what the teacher should look for, an example, and how to support or strengthen the learner with guiding questions. For example,

in Lesson 17, students who represent some of the information in the two-step story problem can be asked, "What do the numbers 8 and 24 represent in the problem? How can you show all the information in your representation?"