Amplify Education, Inc.

English Mathematics, 4

Amplify Desmos Math Texas G4 Student Blended Package

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	**9798895806791**	**Both Print and Digital**	**Static**

Rating Overview

TEKS SCORE	ELPS SCORE	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	100%	0	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	23
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 4 "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 4.

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 4 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 4 *Teacher Edition* provides "Alternate Calendar Suggestions" for 165 and 210 instructional days in the scope and sequence.

The grade 4 *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, grade 4, and grade 5.

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.

Each lesson within the materials includes an opportunity for lesson internalization. For instance, in grade 4, Unit 4, Lesson 5, the materials include a "Connections and Coherence" section for educators to gain an understanding of the lesson's progression. The materials also include prior and future learning.

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.

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 English and Spanish 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" provides an activity where students explore and compare equivalent fractions in baking and measuring ingredients.

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.

The materials in grade 4 "Unit Teacher 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.

Questions are provided to check for understanding, such as, "How many equal parts represent one whole in the model? What fraction does the entire model represent?" Sample student work is provided to assess mastery of the lesson.

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 Unit Overview" includes "Materials and Prep" for each unit. It lists materials and resources used in the 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 4 "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" notes the materials needed for both educators and students to effectively engage in the lesson. For example, grade 4, Unit 6, Lesson 3 icons are displayed at the top of the first page, informing educators what pages and presentation slides are necessary for the lesson.

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.

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.

Each lesson includes lesson materials for extended support, strengthening, and stretching located in the "Teacher Edition Overview." Additionally, each lesson includes a practice section where students can engage in on-lesson practice, as well as a "spiraled review" of topics previously learned.

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 4 includes a variety of assessments and question types at the unit and lesson level. For example, grade 4, 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. The Show What You Know formative assessments focus on assessing key concepts from the lesson. For example, in grade 4, Unit 1, the paper and digital versions of the Pre-Unit Check direct students to label a number line and answer a multiple-choice question.

The materials include summative unit assessments measuring mastery of all skills taught within the unit. For example, grade 4, Unit 5, "Multiplying and Dividing Multi-Digit Numbers" provides varying question types, including multiple-choice and short answer.

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

The materials include a grade 4 "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 grade 4 "Intervention and Extensions Resources Overview" includes examples of how to use formative assessment for students who have shown mastery while providing additional time for students

who have not yet mastered content material using the teacher moves of support, strengthen, and stretch.

The grade 4 End-of-Unit Assessment, "Assess and Respond," includes facilitation notes to explain the intended purpose of the assessment.

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 4 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 4 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 4.6 Sub-Unit 2 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 4.3 End-of-Unit Assessment, Problems 1 and 2 are listed as DOK-2 questions.

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 4.2 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 materials in grade 4, Unit 4.3, End-of-Unit Assessment, Form B, provide a scoring rubric with proficiency levels and examples of student responses to guide teachers in interpreting performance.

The "Assess and Respond" document guides the educator in responding to students' performance to inform remediation and enrichment as needed.

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

In grade 4, the materials include guidance to support the teacher in utilizing assessment results for purposeful task and activity planning. 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 materials include instructional guidance for tasks and activities to target various skills, as determined by assessment data. For example, the grade 4 "Intervention and Extension Resources Overview" explains how to identify students who are in need of support, strengthening, or challenges based on their responses.

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

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.

In grade 4, Show What You Know assessments provide a reflection for each assessment that allows students to note their strengths and learning opportunities. For example, Show What You Know 3.15

gives the statement, "I can round multi-digit numbers," and students circle the emoji that reflects their progress.

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.

In grade 4, Unit 1, Lesson 2, the materials include a section for differentiation beyond the lesson, providing instructions for identifying and supporting students who have not reached proficiency on grade-level content and skills.

Materials in grade 4, Unit 5 provide teacher guidance for differentiation during lessons, using in-lesson teacher moves to provide additional instruction for students who have not yet reached proficiency on grade-level content and skills.

In grade 4, the "Differentiation" resource provides a collection of 15-minute scaffolded lessons for teachers to use for guidance to support students who have not yet reached proficiency on grade-level content and skills.

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, the "Vocabulary of the Unit" page for grade 4, Unit 5, shows the new, review, and contextual vocabulary that students will learn in the unit, along with vocabulary strategies to support students' vocabulary development.

Grade 4 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 Word Connections routine supports students in using context to understand words with multiple meanings, connecting words to prior knowledge, and making predictions to help them deconstruct the meaning of new words. For example, the Unit 1 resources include a vocabulary routine, cards, and explicit teacher directions for supporting vocabulary embedded in the unit.

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 4 materials provide differentiated instruction, enrichment, and extension activities for teachers to guide students who have demonstrated proficiency in grade-level content. For example, Unit 5, Lesson 4 includes Differentiation Beyond the Lesson, providing teachers with "Support, Strengthen, and Stretch" mini-lessons, centers, and extension activities.

The materials include enrichment activities. Additional activities within each lesson include center, lesson practice, fluency, and math adventures. For grade 4, Unit 5, Lesson 8, the math adventures include "Formula Won," a racing game in which players compete against AI using integers, mixed numbers, and decimals.

The "Teacher Edition Overview," Unit 4, provides enrichment and extension activities, such as "Capture Squares," for students who have demonstrated proficiency in grade-level content and skills.

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 4, Unit 1, Lesson 2, Activity 1, "Launch," the teacher is directed to "guide visualization by encouraging students to fold the strips to create the desired fraction and to use color-coding to show connections."

The materials include questioning strategies and discussion prompts, which guide teachers in clearly explaining concepts and engaging students in deeper understandings. For example, in the differentiation teacher moves, it directs the teacher to ask students who need support, "In the first equation, what did you multiply by 2 to get 216? How could you show that you multiplied the numerator by 2 and you multiplied the denominator by 2?"

When working through problem-solving situations, the materials include a series of think-aloud questions to model understanding and the process of determining fraction equivalency.

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

The grade 4 *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 ten minutes, Activity 1 has a suggested pacing of 15 minutes, Activity 2 has a suggested pacing of 20 minutes, Synthesis has a suggested pacing of ten minutes, and Show What You Know has a suggested pacing of five minutes.

The materials in grade 4, Unit 3, Lesson 3, Activity 1 include teacher guidance and recommendations for effective lesson delivery using a variety of instructional approaches, such as Think-Pair-Share, "Differentiation, Teacher Moves," student discussion, and access to base-ten blocks to represent solutions.

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 4 "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 4, Unit 1, Lesson 9, Activity 1, students use Think-Pair-Share to highlight thinking that focuses on how adding partitions creates more total parts that are smaller, but together they are still the same length or distance from zero.

The materials in grade 4, Unit 5, Lesson 1, provide guided instruction to help teachers implement instructional routines and structures for effective practice so that students stay focused on the content throughout a lesson. For example, the lesson begins in a whole group using the notice and wonder strategy in the division story, and later moves into small groups to solve the division problem and share using the gallery tour routine.

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 4, materials provide teacher guidance on linguistic accommodations aligned with the ELPS to help students develop and use increasingly complex academic language. For example, the "How Do You Say It?" section provides teacher-suggested questions for the four language proficiency levels to support students in learning to read and write the new math terms.

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 "Math 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 Math 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 4, 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 4 materials provide guided opportunities for collaboration. 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 work through oral and written discourse in activities. For instance, in Unit 2, Lesson 3, Activity 1, students are asked to justify that all equations are true.

In grade 4, the "Math Language Development Resources" guides teachers to provide extra support for emergent bilinguals who need extra support based on the results of the lesson's Show What You Know task. For example, in grade 4, Unit 1, Lesson 11, Activity 1, provides teacher guidance in support of emergent bilingual students who are working towards the language goal of the day and practicing listening, speaking, and writing about how to compare fractions with the same numerator or denominator.

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 knowledge. Each lesson 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 provide practice opportunities over the course of a lesson, which require students to demonstrate a depth of understanding aligned to the TEKS. For instance, in grade 4 Unit 1, Lesson 1, Activity 1, students may plot fractions between zero and one by skip counting on a number line; students may plot a different point to represent each category of fraction listed; or they may plot one point that represents more than one category of fraction. The teacher is able to strengthen students' thinking by asking if they are able to think of another number that would count for more than one category of fraction, or what the fewest number of points would meet all the categories.

In grade 4, students practice multiple opportunities to demonstrate depth of understanding aligned to the TEKS. For example, in Unit 2, practice problems provide a progression of understanding by representing addition and subtraction of fractions using objects and models, applying properties of operations to determine sums and differences, and solving two-step problems involving fractional data.

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 4, Unit 2, Lesson 1, students engage in a non-routine task with multiple answers and solution paths to build interest. Students then consider different ways to compose a whole using fractional parts. Students make connections between the size of each piece and the number of pieces used to make one whole, using that relationship to make one whole with different-sized pieces. Students create representations of their work.

Students extend their understanding of addition and subtraction to include fractions and mixed numbers. In Unit 2, Lesson 2, students further their conceptual understanding by considering the relationships between denominators and how to partition and combine unit fractions on a fraction model and to represent unit fractions.

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.

The grade 4 "Teacher Edition Overview," "Designed Around the TEKS" section explains the connections between the patterns of different units of instruction and how they scaffold and support future learning.

The "K–5 Scope of Sequence" provides units that flow logically from one concept to another, making it easier to reinforce prior learning and introduce new topics with meaningful connections. For example, the focus of fraction equivalence and comparison in grade 4, Unit 1, is reinforced in Unit 2, when fractions are extended to operations.

The grade 4, Unit 1, Lesson 2 materials include a section explaining the connections and coherence of the standards addressed and their connection to other mathematical concepts within the same unit. It includes explicit connections to their prior learning and future learning within that unit. It also includes a prompt for teachers to have students make connections with the prior school year's big ideas and concepts.

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-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.

The grade 4 "Connections and Coherence" materials include a coherence section that connects procedures from prior learning. For example, in grade 4, Unit 1, the "Connections and Coherence" explains that in the previous grade level, students represented less than or equal to one using objects and models, which is a procedure they will need to apply in their current unit.

The grade 4, Unit 3, Lesson 3 overview page includes the "Connection and Coherence" section in the unit overview that provides previous concepts taught. For example, Lesson 3 prior learning mentions Lesson 2, where students explore the connection between fractions and decimals with various models to tenths.

Each sub-unit within the materials includes "Math That Matters Most," which includes the progression of strategies, skills, or language. For example, in grade 4, Sub-Unit 1, students begin by identifying and explaining relationships between unit fractions using strip diagrams to represent a fraction strip that has been partitioned into equal-sized parts as a sum of unit fractions. Students progress to relate fraction strips to a number line to locate and label fractions less than one whole, and then can explain how a fraction can be represented in more than one way.

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 for previously learned skills across lessons and units in Spiraled Review. The grade 4, Unit 5, Lesson 7, "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.

In grade 4, Unit 1, Lesson 3, "Independent Practice," the "Practice Problem Item Analysis" table problems show the items that provided spaced retrieval opportunities for students to apply knowledge of previously learned concepts like representing fractions as a whole, recalling multiplication and division ten by ten, and comparing fractions.

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 reinforces conceptual understanding, fluency, and ongoing spiraled review. Additional practice problems are provided to allow for more practice opportunities.

In grade 4, Unit 1, Lesson 5, students use the What Do You Know About _____? routine, which provides an opportunity to apply the knowledge they already have about equivalent fractions from previous lessons and skills and allows all students to contribute to the discussion.

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 4, questions and tasks require students to interpret, analyze, and evaluate models and representations. For instance, the problems in grade 4, Unit 1, End-of-Unit Assessment, Form A, require students to interpret and analyze given information, develop a plan, determine the solution, justify the solution, and check for reasonableness.

The grade 4, Unit 1, Lesson 11, Synthesis provides the opportunity for students to interpret and analyze three different fraction models to compare two fractions with different denominators.

In grade 4, Unit 2, Lesson 8, *Student Edition*, students analyze a frequency table and a partially completed dot plot to interpret and evaluate different representations of data to answer questions.

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

Amplify Desmos Math Texas grade 4 allows opportunities to create models. For example, Unit 1, Lesson 15 requires students to create fraction models to compare fractions and find the missing denominator.

In grade 4, Unit 1, Lesson 6, Activity 1, students are instructed to create their fraction model to show that three fractions are equivalent. They compare their representations to consider issues of clarity and efficiency regarding the use of visual models to explain equivalence.

In grade 4, Unit 5, Lesson 1, students create at least three representations to show possible ways the leis could have been packed. These representations are then used for a gallery tour.

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. For example, in Unit 3, Lesson 15, students apply their understanding of

rounding to the nearest 1,000 and 10,000 to estimate the number of sea turtle eggs and explain why rounding to a specific place value is the best approach.

In grade 4, Unit 4, Lesson 7, the warm-up task prepares students to notice addition and multiplication patterns in input-output tables.

Throughout all the 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 1, Lesson 4, the warm-up provides four opportunities for students to analyze fractional comparison statements with the same denominators to support their automaticity in determining if the fractions are greater than one.

In grade 4, instructional routines such as Warm-Ups are embedded into the lessons to help students develop fluency skills. For example, in Unit 3, Lesson 5, students analyze comparison statements involving decimals and fractions to develop fluency with determining equivalent decimals, mixed numbers, and fractions in tenths and hundredths. More practice is then integrated into the centers, lesson practice, and fluency practice components of the lesson.

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 Unit 2, Lesson 4, students are prompted to solve problems involving fractions by representing the problem with a model and an equation.

In grade 4, Unit 5, Lesson 8, the two-digit multiplication problems provide students with applications for efficient, flexible, and accurate mathematical procedures, so more complex multiplication concepts can be solved later in the unit.

In Unit 5, Lesson 9, Activity 1, materials provide flexibility in selecting and applying strategies in activities throughout the lessons. For example, "Multiplying Multi-Digit Numbers" allows the choice of strategies for various problems.

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.

For example, in Unit 5, Lesson 2, Connect, the materials prompt teachers to use the Think-Pair-Share routine to help students evaluate their processes by asking, "How are the strategies or representations similar? How are they different?" and "Which strategy or representation do you think makes the most sense for multiplying multi-digit numbers? Why?"

In the grade 4, Unit 1, Lesson 15, Warm-Up, students can evaluate solutions for efficiency and flexibility. The teacher records students' responses and asks for their reasoning to allow others to agree or disagree. The teacher asks, "Which pair of fractions was the most challenging to compare? Why?"

Additionally, the materials in grade 4, Unit 3, Lesson 19, Activity 2 prompt students to solve multi-digit addition and subtraction problems and evaluate the accuracy of the solution using estimation.

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 2, Lesson 6, students are asked to share strategies for subtracting a fraction from a whole number, noting when decomposing the whole makes the process more efficient.

The "Mathematical Background" in Unit 2 provides strategies and visuals to support teachers in guiding students toward more efficient approaches, such as applying properties of operations to determine sums and differences.

Teacher guidance prompts teachers to guide students' thinking for more efficient problem-solving. For example, in Unit 2, Lesson 7, the prompt guides teachers to ask, "What is another way you could write the difference?" and "What will you need to do next to evaluate your new expression?"

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.

The grade 4 materials support teachers in planning lessons by balancing conceptual understanding and procedural fluency in alignment with the TEKS. For example, in Unit 5, Lesson 3, the materials provide opportunities for students to build procedural skills for multiplying multi-digit numbers while using visual representations to build conceptual understanding of decomposing numbers to find the partial products.

In grade 4, Unit 5, Lesson 7, explicitly states how the conceptual and procedural emphasis of the TEKS is addressed by students developing a conceptual understanding of two-digit multiplication by using area models and applying multiplication procedural fluency to represent the partial products and products.

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 4, Unit 1 lessons 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 fraction strips and strip diagrams to represent fractions of varying sizes and build upon the representations to write addition expressions to represent fractions as a sum of fractions in various ways.

The task in the activity from Unit 5 requires students to use inch tiles to create models with given dimensions. Based on their models, they write equations to develop the formulas for the perimeter and area of squares.

Materials require the use of manipulatives as required by the TEKS. For example, Unit 1, Lesson 2, Activity 1 asks students to use fraction strips and consider the relationships between 1/2, 1/4, and 1/8 to notice how the size of the pieces get smaller as the denominator increases.

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.

In grade 4, Unit 1, Lesson 4, Activity 1 allows students to connect, create, and explain concrete and representational models to abstract concepts, as required by the TEKS. For example, in Lesson 4, Activity 1, the materials allow students to decompose fractions using fraction models, connect to a number line, and explain different ways to decompose the same fraction.

The grade 4 materials include support for students in connecting representational models to abstract concepts, as required by the TEKS. For instance, in Unit 2, Lesson 4, Activity 1, students create a visual model to represent each problem. Students then write an equation to match the model. Students end the activity with a discussion regarding how the models are similar and different, and how they connect to the model.

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 4, materials include activity cards that provide a visual representation of mathematical language.

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 nonexamples 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 instance, the Words with Multiple Meanings routine provides a scaffolded approach to facilitate this process. During the Synthesis moment of the lesson, teachers formalize the meaning of the vocabulary term(s) and then distribute the "Words with Multiple Meanings" document. Afterward, students are invited to draw a picture or write in words to show the mathematical meaning and another meaning of the term.

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. Translations in Spanish 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 for 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 use mathematical language with peers and develop their mathematical language toolkit over time. For example, in grade 4, Unit 3, Lesson 9, students engage in activities such as a Think-Pair-Share routine to engage in mathematical conversations about reading, writing, and representing multi-digit numbers using standard form, expanded form, and expanded notation.

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 4 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.

The grade 4 materials include an explanation of the TEKS and how the process standards are appropriately integrated into the materials in the content standards. For example, for the geometry and measurement unit, the student applies mathematical process standards to analyze geometric attributes to develop generalizations about their properties.

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 grade 4 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 allow them to engage in the math process standards.

The grade 4 materials include a description of how the TEKS process standards are incorporated and connected throughout the course. For example, each unit in the *Teacher Edition* includes "Connections and Coherence," which explains how students engage with process standards in the upcoming lessons.

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 4 materials include a description of how the TEKS process standards are incorporated throughout each unit. The "Unit at a Glance" lists the math process standards covered in each lesson. 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 4 materials include a description of how the TEKS process standards are connected throughout each unit. For example, each unit overview comprises an explanation of the upcoming lessons with a focus on the TEKS.

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

Amplify Desmos Math Texas grade 4 materials include an overview of the TEKS process standards incorporated into each lesson. The *Teacher Edition* includes the TEKS process standards listed. For example, in Unit 6, Lesson 5, the following math process standards are listed: 4.1.C, 4.1.E, and 4.1.G.

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. For example, in Unit 3, Lesson 15, the materials prompt students to round real-world data representing sea turtle egg counts to estimate the total number of eggs.

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 4 materials provide opportunities for students to think mathematically, persevere through problem-solving, 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."

Materials provide opportunities for students to think mathematically, persevere through solving problems, and make sense of mathematics. For example, the materials in grade 4 extensions, Unit 4, "Financial Literacy," prompt students to describe a possible way Clare can spend and save her money for the week with the given information.

Amplify Desmos Math Texas provides opportunities for students to think mathematically, persevere through solving problems, and make sense of mathematics. The Unit 2, Lesson 4, Activity 1 provides students with the opportunity to solve real-world problems involving fractions with models and 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 4 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 3, Lesson 20, students represent decimals to the hundredths using money. They analyze the relationship between decimals and money to make connections between base-ten models and money. Students create and use money representations to solve addition and subtraction expressions and problems.

The materials support students in understanding, explaining, and justifying that there can be multiple ways to solve and represent problems. In Unit 2, Lesson 2, "Pizza Problems," students use fraction strips to solve problems, then discuss how they solved the problem, how they know to join or separate the parts, and share the equations to represent the work.

In grade 4, Unit 1, Lesson 14, the materials embed guiding prompts to support students in understanding, explaining, and justifying different approaches to solving problems, including, "Is there another way you could have compared these fractions? Will the strategy you used always work?"

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.

In grade 4, materials are designed to require students to make sense of mathematics through multiple opportunities for students to do math, write about math, and discuss math with peers and teachers. For example, in Unit 3, Lesson 21, Activity 1, students use base-ten blocks as they work to determine the sum of each expression. Students write to justify how they know the sum for expression B is correct. Partner pairs share their responses.

Amplify Desmos Math Texas materials require students to do, write, and discuss math with peers and teachers. For example, in Unit 1, Lesson 1, students work in small groups to create a number line and plot fractions. They then share group visuals and participate in a class discussion using the Notice and Wonder routine.

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 4, Unit 5, Lesson 8, Activity 1, students use the standard algorithm to multiply two-digit numbers, compare different strategies by doing the work, and discuss the similarities and differences.

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 4, materials support teachers in guiding students to share and reflect on their problem-solving approaches. For example, in Unit 3, Lesson 21, Activity 1, differentiation provides questions to further guide students in their thinking, such as "What does the placement of the decimal tell you about the values of the digits in expression B?"

The materials support teachers in guiding students to share and reflect on their problem-solving approaches, including providing explanations, presenting arguments, and offering justifications. For example, in grade 4, Unit 5, Lesson 13, the teacher prompts students to decompose the dividend using two different models and explain and justify their findings in a discussion with their peers on the similarities and differences between the two strategies.

Amplify Desmos Math Texas supports teachers in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications. Unit 3, Lesson 13, teacher guides students to justifying their thinking with "Discussion Support—Make a Conjecture" when comparing and ordering multi-digit numbers.

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

The grade 4 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 1, Lesson 15, if students use benchmark reasoning and equivalent fractions to order fractions, support may be provided by asking the student, "If you were given a new set of fractions to add to your set to order, what would be your first step? What other strategies would you use to add in the new fractions?"

The materials provide teacher prompts and guidance to deliver explanatory feedback customized to student responses and expected misconceptions. For example, in the "Teacher Edition Overview," Assess and Respond, teachers have guidance and prompts after each type of unit check or assessment to support students' learning and misconceptions.

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 5, students who list fractions that are close in size but not equivalent can be asked, "How did you determine which fractions were equivalent? Is there a tool or strategy you can use to check whether those fractions actually represent the same length?"