# Savvas Learning Company LLC

English Mathematics, 3

ENVISION+ TEXAS MATHEMATICS 2027 (PRINT + DIGITAL), GRADE 3

| MATERIAL TYPE | ISBN | FORMAT | ADAPTIVE/STATIC |
|---|---|---|---|
| **Full-Subject, Tier-1** | **9798213463125** | **Both Print and Digital** | **Static** |

## Rating Overview

| TEKS SCORE | ELPS SCORE | ERROR CORRECTIONS (IMRA Reviewers) | SUITABILITY NONCOMPLIANCE | SUITABILITY EXCELLENCE | PUBLIC FEEDBACK (COUNT) |
|---|---|---|---|---|---|
| 100% | 100% | 6 | 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 | 28 |
| 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials demonstrate strong alignment with the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) through clearly organized and accessible scope and sequence documents for the grade level.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include a specific order of math TEKS, ELPS, and concepts taught throughout the instructional year, listed at the top of the "Scope and Sequence" pages.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include the vertical "K–5 Scope and Sequence," which aligns the TEKS statements to *enVision+ Texas Mathematics* Topics.

#### 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).

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include multiple iterations of "Scope and Sequence Pacing Guide Document(s)," with clear and flexible usage recommendations.

*EnVision Plus Texas Mathematics 2027 Grade 3* "Scope and Sequence Pacing Guides" provide three implementation options (e.g., the 165-Day Scope and Sequence, 180-Day Scope and Sequence, and 210-Day Scope and Sequence options) to align with a variety of district instructional calendars.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include suggested pacing for various instructional calendars. For example, the "180-Day Scope and Sequence" for Topic 4: "Division Facts, Think

Multiplication," indicates that the topic contains twelve instructional days and three review and assessment days. The "210 Day Scope and Sequence Topic 4: Division Think Multiplication" unit includes activities for twelve instructions, three differentiation, and three review and assessment days. Each day is 45–70 minutes across all scope and sequence options.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* "Program Overview" materials describe the intentional purpose of each unit and its sequence both within the grade level and within the grade band, explaining how concepts connect to prior and future learning within the course.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide a thorough rationale for the content and instructional strategies underlying the program design. The "Grade 3 Content Organization Rationale" states, "groups of one or more topics are organized around a Key Concept that supports coherence and connections in that group." For example, Topics 1–4 focus on "joining and separating into equal quantities."

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include an explanation for how concepts connect throughout the course. For example, the "Math Background" section, at the start of each topic, describes the key concepts addressed in the topic. The "Coherence" section explains how the concepts connect across previous grades, within the current grade, and in future grades in the "Look Back," "In This Topic," and "Look Forward" sections.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include protocols with corresponding guidance for unit and lesson internalization. For example, the "Additional Support for Successful Implementation" page in the "Program Overview" details the protocols and guidance available.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include protocols with corresponding guidance for unit internalization. For example, the "Teacher's Topic Internalization Protocol" guides teachers to internalize the unit and topics to understand key standards, unit objectives, and vocabulary.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include protocols with corresponding guidance for unit internalization. For example, the "Teacher's Lesson Internalization Protocol" includes processes for teachers to internalize the goals, transitions, support, and materials.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include resources designed to support instructional leaders in effectively implementing the program. For example, the *enVision+ Texas Mathematics Program Overview* outlines the program's structure, philosophy, and instructional strategies. This overview helps instructional leaders understand the program's key components, such as problem-based learning, visual learning, and differentiated instruction. *enVision Plus Texas Mathematics 2027 Grade 3* materials include guidance designed to support instructional leaders in effectively implementing the program. For example, the "Instructional Leaders Topic Internalization Protocol" contains the questions in the "Teacher's Lesson Internalization Protocol," as well as "Rationale," "Implementation," and "Extension" prompts for leaders to guide the internalization process.

## 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include comprehensive unit overviews that provide the background content knowledge necessary to effectively teach the concepts in the unit. For instance, the "Math Background: Key Concepts" pages at the start of each topic in the *Teacher's Edition* describe key concepts for groups of one or more lessons in the topic and guide teachers to "direct students' attention to, and make explicit, the important concepts students need to understand in a lesson."

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include comprehensive unit overviews that provide the academic vocabulary necessary to effectively teach the concepts in the unit. For example, Topic 14: Personal Financial Literacy" includes a "Linguistic Accommodations" section that includes 25 words under the "Topic Vocabulary Support," enabling the effective teaching of the concepts in the unit.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials contain supports for families in Spanish for each unit, with suggestions on supporting the progress of their student. For example, the "Family Engagement Resource" includes information about the objectives of each topic and lesson, sample problems worked, and related home activities that can be printed or accessed digitally by families.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials contain supports for families in English for each unit, with suggestions on supporting the progress of their student. For example, the digital "Family Engagement" interface offers digital resources designed to help families support their students' progress. Components include additional practice exercises, visual learning animations, videos, digital manipulatives, digital and analog games, a digital glossary, and academic vocabulary.

## 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).

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include comprehensive, structured, detailed lesson plans required to meet content and language standards of the lesson. For example, Lesson 1-6: "Arrays and the Commutative Property of Multiplication," includes a "Language Objective" to "describe orally *jpw* to form equal groups..." and both "Language Support" and "Language Routines" sections to meet the standard.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include the 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). For example, Lesson 4-10: "Patterns in Tables," includes two objectives, two pages of whole group practice and discussion, four pages of independent work, an exit ticket, and an intervention activity to meet the standards 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide lesson plans with timing suggestions for each part of the lesson.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials guide teachers in understanding how lesson materials can also serve as extended practice, allowing students to complete them independently at their own pace during school or as homework. For example, the "Differentiation Library Teacher's Guide" provides guidance and materials for teachers to use in whole-class, small-group, individual activities, or centers and stations. It provides six different types of materials for extended practice, such as "Pick a

Project," "Math and Literacy," "Amazing Contributions," "Stand Up and Think," "Hands-On Games," and "Fluency Practice."

*EnVision Plus Texas Mathematics 2027 Grade 3* materials guide teachers in understanding how lesson materials can also serve as extended practice. For example, each lesson provides an "Additional Practice Workbook" to extend practice for each lesson.

# 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* includes a variety of assessments, including diagnostic, formative, and summative. The *Program Overview* describes the progress monitoring, diagnostic, formative, and summative assessments available in the program. Furthermore, item types are also described, including all item types found on the STAAR assessments.

*EnVision Plus Texas Mathematics 2027 Grade 3* includes multiple comprehensive diagnostic assessments with vocabulary, short answer, multiple-choice, diagram, and open-ended questions. The diagnostic assessment includes a variety of tasks with questions assessing multiple levels of understanding (Depth of Knowledge).

*EnVision Plus Texas Mathematics 2027 Grade 3* includes formative assessments, such as "Review What You Know," and summative assessments, such as "Topic Assessments" and "Unit Assessments," which vary in the types of tasks and questions.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* includes an *Assessment Sourcebook* "Assessment Guide" that defines each program assessment, including the intended purpose for each type of assessment.

The "Assessment Guide" provides a table titled "Why and When to Assess" that defines diagnostic assessment, progress monitoring assessment, formative assessment, and summative assessment. It also shows why to use the assessment, when to use it, and the purpose of the results.

The materials clearly explain the use of differing assessments and provide guidance, including addressing misconceptions, in the explanations and guidance.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include clear, specific, and actionable guidance for consistent administration of instructional assessments. For example, the *Assessment Sourcebook* contains the "Assessment Guide: How to Administer Assessments" document, which is easily readable with sections on "preparing for" and "monitoring" assessments that ensure consistent and accurate administration of instructional assessments.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include guidance to support accurate administration of assessments. The "Assessment Guide" section of the *Assessment Sourcebook* includes a "What to Assess" and a "How to Assess" section, which describe procedures for each assessment type. The "Assessment Data" section contains answer keys to align teacher understanding with assessment expectations.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* assessments are designed to assess the TEKS and objectives of the course, unit, and lessons. For example, the *Assessment Sourcebook* includes an overview of the diagnostic, formative, and summative assessments used throughout the program.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include Item analysis charts in the *Assessment Sourcebook* demonstrating the alignment to the TEKS for each assessed item on the progress monitoring, diagnostic, and summative assessments.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include lesson-level exit tickets used to assess "students' understanding of the lesson content."

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

*EnVision Plus Texas Mathematics 2027 Grade 3* is designed to assess course content using a variety of item types with appropriate cognitive complexity. The *Assessment Sourcebook* includes "Item Analysis Charts" that align each item on program progress monitoring, diagnostic, and summative assessments with a Depth of Knowledge (DOK) level.

*EnVision Plus Texas Mathematics 2027 Grade 3* instructional assessments include TEKS-aligned items at varying levels of complexity. For example, instructional assessment incorporates TEKS-aligned items that

assess different levels of complexity, such as procedural tasks, application of multiple skills to problems and tasks, and open-ended questions.

*EnVision Plus Texas Mathematics 2027 Grade 3* instructional assessments include TEKS-aligned items at varying levels of complexity. For example, the materials include the option of digital assessments with technology-enhanced features such as drag-and-drop, hot spot, inline choice, and equation editor, which vary in complexity.

## 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* instructional assessments provide consistent guides for teachers to interpret student performance located in the *Assessment Sourcebook*, such as interpreting scoring information to determine students' strengths, weaknesses, and/or gaps. For example, "Exit Tickets," "Quick Checks," and "Performance Tasks" provide the TEKS alignment documents, scoring rubrics, and item analysis charts with correlations to intervention activities, as needed.

*EnVision Plus Texas Mathematics 2027 Grade 3* scoring information provides guidance for interpreting student performance. For example, the *Assessment Data Resources* in the online assessments include a variety of class and individual reports that show results for an item, assessment, or a group of assessments.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials guide the use of included tasks and activities to respond to student trends in performance on assessments.

For example, the "Scoring Guide" for the Topics 1–4 Cumulative/Benchmark Assessment provides an "Item Analysis Chart" correlating errors on item 16 to Intervention Lesson C47.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. For example, the "Exit Ticket support" in the *Teacher's Edition* provides suggested strategies and follow-up activities to enhance responses.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. For example, the "Quick Check" support section of each lesson provides recommended use of Differentiation Library lesson resources to respond to student performance on lesson quick checks.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include "Student Progress and Growth Teacher Tool" for teachers to monitor students individually for each topic. The tracker is divided into the TEKS and has the corresponding lessons listed next to the TEKS and before the columns labeled before, during, and end of topic.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include a "Student Progress and Growth Tracker Tool" where students record their scores on exit tickets used as formative assessments. For example, the exit ticket for Lesson 11-6 asks students to use emoji faces to self-assess their math goal progress (I can convert metric units of capacity) by selecting "I can," "With help," or "Not yet."

# 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include teacher guidance for differentiated instruction for students who have not yet reached proficiency on grade-level content and skills. For example, in Lesson 2-6: "Solve Problems Involving Multiplication Facts," reteaching materials include specific teacher guidance and example discussion questions for utilizing strip diagrams to solve word problems with multiplication.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include teacher guidance for differentiated activities for students who have not yet reached proficiency on grade-level content and skills. For example, in Lesson 3-2: "Distributive Property," teachers are guided in preventing student misconceptions related to the meaning of the distributive property and four worksheets to practice related multiplication facts.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include paired (scaffolded) lessons for students who have not reached mastery on a concept. For example, Lesson 9-8: "Area of Composite Shapes" provides an option for either "Reteach to Build Understanding" practice page with step-by-step practice or "Intervention Activity" with pictorial area models to address deficiencies.

### 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)

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include pre-teaching or embedded supports for unfamiliar vocabulary in text. For example, Topic 2: "Multiplication, Foundational Facts," includes both a

"Vocabulary Activity" for small-group student discussion of multiplication vocabulary and an "Academic Vocabulary" mini-lesson for teachers to directly instruct content vocabulary.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include pre-teaching or embedded supports for unfamiliar references in text. For example, in Lesson 9-5: "Classify and Sort 3-Dimensional Figures," teachers are given explicit guidance for leading a class discussion on geometry vocabulary with differentiated ELPS supports, followed by a student think-pair-share utilizing this new language.

### 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include differentiated instruction, such as an "Early Finishers" component with each lesson to continue building depth of knowledge within the grade level. For instance, Lesson 3-3 "Let's Build 3 and 4 as Factors" has "Early Finishers" prompts utilizing mental math for derived facts.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include enrichment through topic-wide projects and lesson-specific Enrichment pages for each lesson within the curriculum, designed for students who have demonstrated proficiency in the grade-level content. For instance, Topic 2: "Multiplication, Foundational Facts," provides four STEAM-based projects, and lesson 2–1 offers an "Enrichment 2–1" practice page.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include sidebar notes with differentiated extension questions and/or activities. For example, in Lesson 6-10, when students create their own real-world music streaming problems from previous work, teachers are provided notes to support students' different needs.

## 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include explicit prompts to support the teacher in modeling the concept(s) to be learned. For example, in Lesson 1-4: "Visual Learning," the teacher is provided explicit "Classroom Conversation" prompts that explain the concepts of the commutative property of multiplication.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include explicit prompts to support the teacher in explaining the concept(s) to be learned. For example, in Lesson 9-3: "Guided Practice," the teacher is given prompts to assist students in understanding that a rectangle is not a square.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include explicit guidance to support the teacher in modeling the concept(s) to be learned. For instance, in Topic 8: "Fluently Add and Subtract Within 1000," teachers are given visual and written examples of each strategy used for addition and subtraction in the unit.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include explicit guidance to support the teacher in explaining the concept(s) to be learned. For example, in Topic 10: "Build G.R.I.T., Understanding Fractions as Numbers," a sample classroom conversation is modeled, giving teachers language to explain fraction concepts to a sample grade 3 student.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide explicit directions for effective lesson delivery by including detailed lesson plans with step-by-step instructions, suggested pacing, and differentiation strategies for each lesson. For example, Lesson 5-3: "Scaled Pictographs and Bar Graphs," has detailed directions for the four components of the lesson, "Investigate," "Connect," "Practice and Problem Solving," and "Assess and Differentiate," totaling approximately one hour.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include teacher guidance for effective lesson facilitation and delivery using more than two instructional approaches. For example, in Lesson 9-1: "Classify and Sort 2-Dimensional Figures," students turn and talk in pairs or small groups about attributes

of quadrilaterals, transition between whole-group, small-group, and independent activities, engage in class conversations about attributes of quadrilaterals, and then apply this math to a real world situation, building chicken coops.

### 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide a variety of practice types and opportunities designed to support effective implementation. The *Program Overview* organizes these practice opportunities by format (whole-group, small-group, or individual), and specifies whether each practice is guided, independent, or collaborative.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include guidance for teachers to support effective implementation. For example, every "Let's Build" lesson provides teachers with guidance on structuring and implementing guided practice, independent work, small-group instruction, and problem-solving practice.

*EnVision Plus Texas Mathematics 2027 Grade 3* "Differentiation Library" includes a collection of hands-on games aligned to each topic for collaborative pair or small-group play and activities where students work together to solve engaging problems. For example, "Differentiation Library," Topic 2 provides a math-based story, a small-group "Stand Up and Think" problem-solving activity, a partner game, and an independent fluency practice page on the concept of addition.

## 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.

*EnVision Plus Texas Mathematics 2027 Grade 3 Teacher's Edition* includes a "Linguistic Accommodations" section for every topic, which details the upcoming vocabulary in the unit and includes academic vocabulary to teach at different lessons corresponding with the ELPS.

*EnVision Plus Texas Mathematics 2027 Grade 3 Teacher's Edition* includes "Targeted ELPS Support" in each daily lesson plan to support various levels of language proficiency—as defined by the ELPS. For example, in Lesson 2-3: "0 and 1 as Factors" teacher guidance for language support is included for teaching multiplication properties such as, pre-production uses hand signals, beginning fills in the blank in provided sentence stems, intermediate instructs student partners to say properties and give examples, high-intermediate writes definitions on notecards for partners to identify the identity property, and advanced uses examples and definitions to explain each property.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials detail ways teachers can build academic vocabulary as the unit progresses, such as definitions, sentence stems, and conversation guides. For example, the word *demonstrate* is a frequently occurring academic vocabulary word that has an online "Academic Vocabulary Activity" and "Academic Vocabulary Teacher Guide, Notes" for teachers to explicitly instruct the word's pronunciation, definition, sentence stem, and a brief task that uses the word in context.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs by integrating the "English Language Proficiency Standards (ELPS) Correlations" and the "Linguistic Accommodations" into any state-approved bilingual/ESL program.

*EnVision Plus Texas Mathematics 2027 Grade 3 Language Support Handbook* provides clear implementation strategies to effectively support emergent bilingual students. For example, the "Language Demands in Mathematical Lessons Tool" contains a table and corresponding guidance that enumerates the ways the Reading, Writing, Listening, Speaking, and Representing ELPS strands are supported in the "Problem-Based Learning," "Visual Learning," and "Assess and Differentiate" lesson phases.

### 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary and comprehension through oral discourse. For example, Lesson 9-1: "Visual Learning" provides "Targeted ELPS Support" for students to discuss how the polygons are alike and different, with scaffolded support from pre-production level to advanced level.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include embedded guidance for teachers to support emergent bilingual students in building background knowledge and making cross-linguistic connections through oral discourse. For example, Topic 4: "Division Facts, Think Multiplication, Linguistic Accommodations" pages list cognates, false cognates, transferable and non-transferrable cross-linguistic connections, as well as important multiple-meaning words with both their math and non-math related meanings.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include embedded guidance for teachers to support emergent bilingual students' academic vocabulary and comprehension through written discourse. For example, the "Differentiation Library" for Topic 8 contains a "Pick A Project: Receive the Receipt" activity for students to write and perform a skit about addition in small groups.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include embedded guidance for teachers to support emergent bilingual students in building background knowledge and making cross-linguistic connections through written discourse. For example, Topic 9 begins with "Linguistic Accommodations" listing Latin roots for geometry vocabulary which connects among many languages, then in Lesson 9-1

"Language Support" contains specific oral language practice for discussing these root, and finally in Lesson 9-3: "Targeted ELPS Support," students use the cross-linguistic connections to write about the geometric figures.

### 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* provides students with practice opportunities to demonstrate depth of knowledge through the inclusion of activities with increasingly complex demands. In grade 3, students practice fraction equivalence and comparison by using concrete models such as fraction strips, pictorial models, number lines, benchmark fractions, and fraction strips before progressing to comparing fractions using numerators and denominators.

*EnVision Plus Texas Mathematics 2027 Grade 3* assessment reviews and instructional assessments provide a variety of questions and tasks that match the depth of understanding aligned to the TEKS. For example, Topic 6: "Place Value, Numbers to 100,000 Topic Review," includes a review of TEKS 3.2c, "represent numbers on a number line..." with specific language and practice to reinforce this skill.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* questions and tasks progressively increase in rigor and complexity, leading to grade-level proficiency in the mathematics TEKS. The materials demonstrate coherence across units by explicitly connecting patterns, big ideas, and relationships between mathematical concepts. For example, Topic 7: "Use Strategies and Properties to Add and Subtract," begins with properties of addition, reviews properties learned in prior years, then uses patterns to add, connecting simple math facts on the addition table to addition within 1000, and culminates with using strategies to add, applying those patterns and place value information to solve more complex problems.

*EnVision Plus Texas Mathematics 2027 Grade 3* instructional assessments throughout a lesson and/or unit require students to demonstrate depth of understanding aligned to the TEKS. For example, at the lesson level, Lesson 10-8: "Fractions and Sets Additional Practice" section reviews fraction representation, then fraction naming, and finally fraction word problem application. While at the unit level, Topic 10:

"Assessment" and "Performance Task" require students to demonstrate complete TEKS mastery with multiple choice, open-ended models, and number line fraction representation.

## 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials demonstrate coherence across units by explicitly connecting patterns, big ideas, and relationships between mathematical concepts. For example, Topic 6: "Place Value Numbers to 100,000," includes a "Math Background Coherence" explanation of prior grade 3 studies in number lines, current unit lessons on reading and writing numbers as well as representation on the number line, and upcoming units' use of place value in addition and subtraction.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials demonstrate coherence across units by explicitly connecting patterns, big ideas, and relationships between mathematical concepts. For example, Topic 1: "Multiplication and Division," includes a "Math Background Coherence" explanation of multiplication in the current unit as equal groups and arrays and in upcoming units as scaled graphs, area, fact fluency, and multiples of 10, clarifying this thread throughout the grade 3 curriculum.

### 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials demonstrate coherence across units by connecting the content learned in previous grade levels to the content in the current course. For example, the *Teacher's Edition* Topic 8: "Math Background: Coherence" contains a section titled "Look Back," which connects the topic lessons with grade 2 and earlier lessons in grade 3.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include a list of previously learned terms, terms for the current grade level, and upcoming terms to support language connections across time in the section "Linguistic Accommodations."

*EnVision Plus Texas Mathematics 2027 Grade 3* materials demonstrate coherence across units by connecting what will be learned in future grade levels to the content learned in the current grade level. For example, Topic 9: "Math Background, Coherence" includes a section titled "Look Ahead" that explains how the current learning connects to learning in grade 4.

## 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* connects concepts and procedures across the current grade level. For example, the materials include a consistent method for approaching real-world problems through understanding, planning, solving, and justifying solutions.

The grade 3 materials include a *Problem-Solving Handbook* and *Teacher's Edition* that are consistent across the grade band to ensure students use the same problem-solving strategies from year to year.

*EnVision Plus Texas Mathematics 2027 Grade 3 Teacher's Edition* contains a "Coherence" section for each topic that ties the lesson to prior and future learning. For example, in Lesson 9-5: "Classify and Sort 3-Dimensional Figures," teachers are reminded that the current topic, classifying and sorting of 3-dimensional figures, will build off prior learning, identifying and describing 3-dimensional figures' attributes, and will be connected to finding the perimeter and area of figures in future lessons.

## 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide spaced retrieval opportunities with previously learned concepts across lessons. For example, in the "Math Talk" portion of Lesson 1-4, students discuss what grouping does not belong after looking at a visual of three different arrays, directly connecting to Lesson 1-3, building arrays.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide practice opportunities with previously learned skills across units. Every practice contains a fluency practice; for instance, Topic 7: "Use Strategies and Properties to Add and Subtract," has students building fluency between adding and subtracting within 1,000 by playing a game with a partner.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide interleaved practice opportunities with previously learned skills across lessons and units. For example, in the "Review What You Know" in Topic 4: "Division Facts, Think Multiplication," students review vocabulary, solve division problems using strategies they have previously learned, and find the equation for a word problem.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide interleaved practice opportunities with previously learned concepts across lessons and units. For example, in the "Topic Review" for Topic 10: "Understand Fractions as Numbers," students work through the concepts learned throughout each lesson of the current topic, as well as reinforce geometric terminology from Topic 9 and number line representation from Topics 1, 6, and 10.

# 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials require students to interpret models and representations for mathematical concepts and situations. For example, in Lesson 9-2: "Investigate," students are given a representation of a rectangle on a corkboard. Students must interpret a quadrilateral and use the representation to build on their understanding to create other quadrilaterals.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials require students to analyze models and representations of mathematical concepts and situations. For example, in Lesson 3-1: "Investigate," students are given an array of oranges and apples and have to analyze them to determine how to find the total without counting.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials require students to evaluate mathematical models to represent situations. For example, in "Act Two" of each "Three Act Task," students develop a plan and solve a real-world math issue. In "Act Three," the answer is revealed, and students evaluate their models, solutions, and possible variability of responses.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials require student-created mathematical models and representations throughout the program. For example, each "Let's Investigate" lesson prompts students to develop models and representations in step one of the lesson, "Investigate." Students refine their models as they analyze and evaluate representations in step two of the lesson, "Connect."

*EnVision Plus Texas Mathematics 2027 Grade 3* materials require student-created mathematical models and representations throughout the curriculum. For example, the "Let's Model in 3 Acts Lessons" requires students to watch a video and work as a class to determine a question they would like to answer about the video, gather information and data, develop models to answer the question, and finally analyze and refine their models as needed.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide opportunities for students to apply conceptual understanding to new problem situations and contexts. For instance, in Topics 2 and 3, students use models of equal groups and multiplication tables to represent multiplication facts. In Lesson 4-3: "Use Multiplication to Divide with 2, 3, 4, and 5," they apply these models and tables to situations to solve division problems and connect related facts.

e*nVision Plus Texas Mathematics 2027 Grade 3* "Math Talks" provide opportunities at the start of each "Let's Build" lesson to apply previous understandings to a variety of situations and contexts. Varied "Math Talk" types, for example, open-ended questions, which one does not belong, deductive reasoning, and mathematical argumentation prompt mathematical reasoning and discourse that spiral and strengthen understanding.

## 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide repeated, focused exercises to build automaticity with core numerical strategies. For example, the "Differentiation Library" in Topic 5 provides one independent activity and one partner game to practice basic multiplication and division facts to 100.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide a "Fluency Practice" with each topic to help students develop fluency in recognizing and using relationships between numbers. For example, Topic 5: "Build Fluency," requires students to shade a path using odd quotients and then record the related facts (fact family) to those problems.

### 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide opportunities for students to practice the application of efficient mathematical procedures throughout a unit. For example, in Lesson 13-2: "Solve Problems Involving Units of Time," students use strip diagrams or number lines to solve the elapsed time problems in their "Practice and Problem Solving."

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide opportunities for students to practice flexible mathematical procedures within the lesson. For example, in Lesson 8-6: "Sweater Drive," students solve a data-related application problem, and specific teacher guidance is provided for various solution methods to encourage flexible thinking.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide opportunities for students to practice accurate mathematical procedures throughout a unit. For example, in Lesson 9-8: "Area of Composite Shapes," a small group's "Intervention Activity" utilizes grid paper and calculations to verify the accuracy of total areas for composite shapes.

## 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials require students to evaluate procedures, processes, and solutions for efficiency. For example, Lesson 8-6: "Reflect on Thinking" includes reflection after solving an application problem, asking students to "analyze and evaluate the efficiency" of the solution they chose.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials require students to evaluate procedures, processes, and solutions for flexibility. For example, Lesson 7-7: "Math Talk" requires students to discuss their flexible strategies in pairs and as a whole class when determining the solution to a subtraction-based number sense problem.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials require students to evaluate procedures, processes, and solutions for accuracy. For example, Lesson 6-4: "Classroom Conversations" requires students to analyze multiple solutions to a problem and determine if all methods have the same accurate total.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials contain embedded supports for teachers to guide students toward increasingly efficient approaches. For example, Lesson 8-7: "Strategies for Adding and Subtracting," includes sample teacher questioning for each part of the lesson with responses in blue to guide students toward efficient approaches.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials contain embedded supports for teachers to guide students toward increasingly efficient approaches. For example, during Lesson 5-4: "Representing Data," assessing and advancing questions such as "What clues in the question tell you there is more than one answer?" are provided.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials contain support and guidance throughout the curriculum in the "Let's Investigate" section of each lesson. For example, Lesson 1-5: "Meanings of Division," includes examples and guidance for starting with a concrete model for one student, a visual representation for another, and by utilizing number patterns for another student, guiding all students toward increasingly efficient approaches.

## 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials begin each topic with a "Math Background, Balance" section that explicitly outlines the conceptual overview of the unit and its correlation to the TEKS. For example, Topic 10: "Understanding Fractions as Numbers," contains a "Conceptual Understanding" subheading explaining unit fractions as the basis of all fraction understanding in the subsequent lessons.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials explicitly state the procedural emphasis of the TEKS. For example, in Lesson 3-4: "Six and Seven as Factors," the "Procedural Skill" subheading explains that this lesson connects prior multiplication facts and the Distributive Property to new facts, listing 3.4 E, F, and K as the focus TEKS for the work.

### 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include the use of concrete models and manipulatives, as required by the TEKS. For example, in Lesson 1-8: "Relate Multiplication and Division," students use manipulatives to build different arrays for the product 24 to support TEKS 3.4K, "solve...multiplication and division within 100 using strategies based on objects."

*EnVision Plus Texas Mathematics 2027 Grade 3* questions and tasks include the use of pictorial representations (figures/drawings), as required by the TEKS. For example, Lesson 9-2: "Analyzing Quadrilaterals" contains a table to illustrate drawings and descriptions of various quadrilaterals as described in TEKS 3.6D, "use attributes to...draw examples of quadrilaterals that do not belong to any of these [special quadrilateral] subcategories."

*EnVision Plus Texas Mathematics 2027 Grade 3* questions and tasks include the use of abstract representations, as required by the TEKS. For example, in Lesson 10-10: "Compose and Decompose Fractions," students complete the "Practice and Problem Solving" through numerical representation of

addition and decomposition of fractional numbers as required in TEKS 3.5D, "compose and decompose a fraction a/b ...as a sum of parts 1/b."

### 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include supports for students in connecting and creating concrete models to abstract mathematical concepts, as required by the TEKS. For example, in Lesson 9-6: "Connect Multiplication to Area," students build models of rectangles with unit squares and then solve additional problems using the formula for area, as required in TEKS 3.6C, "determine the area of rectangles ...using multiplication related to the number of rows times the number of unit squares in each row formulas for area."

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include supports for students in connecting and creating representational models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS. For example, Lesson 12-1: "Multiply by Multiples of 10" connects strip diagrams to algorithmic representations of multiplication, as required by TEKS 3.5B, "represent and solve... multiplication...using arrays, strip diagrams, and equations."

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include supports for students in defining and explaining concrete models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS. For example, in Lesson 7-4: "Ways to Think About Subtraction," the student solves problems with an emphasis on using place-value blocks and written calculations to fully understand the concept of subtraction, as required in TEKS 3.1C, "select tools, including...manipulatives, [and] paper and pencil... to solve problems."

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include supports for students in defining and explaining representational models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS. For example, in Lesson 4-2: "Relate Multiplication and Division Facts," students solve problems with an emphasis on using a multiplication table or grid to understand the relationship between the operations, as required in TEKS 3.1E, "create and use representations to organize, record, and communicate mathematical ideas."

## 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide opportunities for students to develop their academic mathematical language using visuals. For example, in Topic 2: "Multiplication, Foundational Facts," the "Review What You Know" section contains a visual of a set of arrays for 2 x 6 and 6 x 2; students use these visuals to explain the Commutative Property of Multiplication.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide opportunities for students to develop their academic mathematical language using manipulatives. For example, Lesson 3-5: "6 and 7 as Factors," contains an "Explore and Share" activity where students use two-color square tiles to decompose an array into smaller arrays, introducing the concept of associative property with the support of manipulatives.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide opportunities for students to develop their academic mathematical language using other language development strategies. For example, in Lesson 9-4: "Describe 3-Dimensional Figures," the "Prevent Misconceptions" activity includes a different approach to understanding the geometric vocabulary of face, edge, and vertex in relation to the classroom walls, wall intersections, and corners.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include embedded teacher guidance to scaffold and support students' development and use of academic mathematical vocabulary in context. For example, Topic 1: "Multiplication and Division Meanings, Topic Review," includes a page of important vocabulary, with teacher guidance for a pre-activity game to recall these words and a post-activity to write in partners utilizing the words.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include embedded teacher guidance to scaffold and support students' development and use of academic mathematical vocabulary in context. For example, Lesson 3-1: "Ways to Break Apart Arrays," provides explicit instructions in the "Language

Routines" section on how to turn student responses into questions for other students and includes a sentence stem to ensure appropriate academic language is modeled.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include embedded teacher guidance to scaffold and support students' development and use of academic mathematical vocabulary in context. For example, Lesson 7-5: "Use a Number Line to Subtract," integrates "Language Support" guidance, prompts, and sample answers for teachers to help students be more precise in their mathematical language.

### 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include embedded teacher guidance to support the application of appropriate mathematical language to include vocabulary, syntax, and discourse to support mathematical conversations. For example, in Lesson 4-3: "Use Multiplication to Divide with 2, 3, 4, and 5," the "Targeted ELPS Support" guides students as they progress from pointing to the terms dividend, divisor, quotient, factor, and products that can be used to label numbers in fact families, to filling in sentence stems using those terms, explaining a fact family, and finally creating a fact family drawing a model and explaining it.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include embedded teacher guidance to support the application of appropriate mathematical language 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. For example, Lesson 4-2: "Relate Multiplication and Division Facts," includes "Assessing, Advancing and Early Finisher" questioning guidance for teachers to support student listening, deepening, and utilizing math language such as equal shares, multiples, and factors.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include embedded teacher guidance to support student responses using exemplar responses to questions and tasks. For example, Lesson 2-4: "Patterns in Multiplication," includes four exemplars of student work and specific exemplars for clarifying student understanding as well as deepening their understanding of multiplication concepts.

## 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials integrate TEKS process standards appropriately by including a *Program Overview* that describes how the standards are integrated throughout the lesson instruction, practice, problem solving, and program assessments components of the curriculum.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials integrate the TEKS process standards appropriately. For example, Topic 2: "Multiplication Foundational Skills," highlights two process standards throughout the unit and provides a "TEKS Mathematical Process Standards" page with specific teacher guidance and questioning strategies for students to become proficient with TEKS 3.1 E and G throughout the lessons.

Additionally, both the *Teacher's Edition* and *Student Edition* highlight the process standards explicitly by listing the highlighted TEKS process standards on each lesson opener page. Process standards are highlighted in teal-colored text through callouts and practice items to help teachers and students recognize opportunities to engage with these standards while acquiring and demonstrating understanding.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include a description of how the TEKS process standards are incorporated throughout the course. For example, the "Table of Contents" includes an overview of how all TEKS process standards are incorporated across all the topics throughout the curriculum.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials incorporate and connect the TEKS process standards in all problems. For example, "All math tasks evoke the selection, use, and management of multiple process standards. Specific process standards are highlighted in teal for some problems."

Additionally, assessments incorporate the TEKS process standards. For example, the "Topic Performance Tasks" provide opportunities to assess students' proficiency with process standards.

The digital "Problem-Solving Handbook" includes a problem-solving model students can use as a resource to support their thinking and assist them in becoming proficient with the TEKS process standards. For example, strip diagrams are provided to engage students with TEKS 3.1A, 3.1D, 3.1E, and 3.1F.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include a description for each unit of how the TEKS process standards are incorporated throughout the unit. For example, the "Table of Contents" includes an overview list of all the TEKS and process standards that are incorporated and connected in each unit and lesson. For example, Topic 1, which covers multiplication and division, incorporates process TEKS such as 3.1D, 3.1G, and 3.1F.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include a "Topic Planner" for each topic, which also lists the process standards that will be taught per lesson. For example, Topic 5, Lesson 5-1, which focuses on collecting and interpreting data, incorporates process standards 3.1A, 3.1C, and 3.1F.

Additionally, each topic includes a "Mathematical Process Standards Section," which provides a table that illustrates student behaviors for demonstrating proficiency on these standards during topic-specific instruction. For example, in Topic 3: "Multiplication, Derived Facts," a table highlights 3.1B and F as focus process standards and enumerates with bullets the skills aligned to those standards.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include an overview of the TEKS process standards incorporated into each lesson. The *Teacher's Edition* includes the TEKS process standards listed at the bottom of each introductory lesson page.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials include an overview of the TEKS process standards incorporated into each lesson. For example, the Topic 6 "Process Standards" section highlights 3.1C and F as focus process TEKS, and the tables under "Practice and Problem Solving" and "Additional Practice" pages highlight the questions that support those process standards in Lesson 6-1: "Numbers to 100,000."

The TEKS process standards are incorporated into each lesson in the Student Edition. For example, teal-colored process standard text in callouts and practice items helps students recognize opportunities to engage in the math processes as they acquire and demonstrate understanding. For instance, in Lesson 8-6, the callout reminds students to use grit and trust themselves on an open-ended question where they need to make a plan and show how to find an answer.

# 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide opportunities for students to think mathematically and encourage deeper engagement with mathematical concepts through open-ended tasks with challenging questions. For example, in Lesson 4-2: "Relate Multiplication and Division Facts," students use problem-solving strategies to determine how many trading cards might be in a box. Students choose a strategy and are asked to develop two different solutions. Four examples of student work and teacher questioning guidance are provided for teachers to ask how students got their answers, how they could determine if answers are correct, and what possible solutions exist if they were sharing the trading cards with eight friends instead of just two.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide opportunities for students to persevere through solving problems. For example, in Lesson 8-1: "Use Partial Sums to Add," students complete five different complex tasks with a variety of representations to demonstrate their mastery of partial sums. In addition, earlier in Topic 8: "Build G.R.I.T., Fluently Add Numbers to 1,000," teachers are given guidance to support student perseverance with sample "Classroom Conversations" that scaffold learning while leaving students in control of their learning.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials provide opportunities for students to make sense of mathematics. For example, in Lesson 9-9: "Understand Perimeter," the lesson progresses from real-world examples of 2D shape sides to finding the perimeter of an irregular shape utilizing only grid paper. Then, to establish side lengths, a mixture of both grid paper and numerically labeled sides is used to develop students' sense-making of the formula for perimeter.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials support students in understanding that there can be multiple ways to represent problems, solve problems, and complete tasks. For example, Lesson 1-5:

"Let's Investigate Meanings of Division," begins with the "Investigate" section, where students are encouraged to represent their solutions in multiple ways, connect their understanding to real-life scenarios, and provide teachers with both "Assessing" and "Advancing" questions to delve further into multiple representations.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials support students in explaining that there can be multiple ways to represent problems, solve problems, and complete tasks. For example, in Lesson 12-11: "Let's Model in 3 Acts, Type It Up," students explain their problem-solving at multiple points. "Act 1" requires students to make and discuss their predictions, "Act 2" has students develop a model and share solution strategies, and "Act 3" has students validate conclusions and reflect on their thinking to determine how their work would be changed if needed, all in both whole-class and small group explanations.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials support students in justifying that there can be multiple ways to represent problems, solve problems, and complete tasks. For example, in Lesson 5-8: "Let's Model In 3 Acts Swings and Slides," students are tasked with modeling and solving a task to determine whether the school should get swings or slides for the playground based on their understanding of data represented in graphs. Students develop a model, share solution strategies, validate conclusions, and then reflect on their thinking by explaining how they used math to represent the situation, justifying whether they agree with the final decision, and analyzing and evaluating the efficiency of the strategy that they chose.

### 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials are designed to require students to make sense of mathematics through multiple opportunities to do math with peers and teachers. For example, in Lesson 13-7: "Measure Liquid Volume Using Metric Units," students solve, discuss, and think-pair-share while doing math as both whole and small groups.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials are designed to require students to make sense of mathematics through multiple opportunities for students to write about math with peers and teachers. For example, the Topic 5 "Differentiation Library" allows students to choose one of the following activities: create a "Math Walk" (open ended); "How do they Make a Book" (create and compare tables and pictographs); "The Population" (research, tally charts, bar graphs, and create a report); "Pet Personality" (pictographs used to create a gallery walk); a "Math and Literacy" activity about the Chinese Zodiac; and an "Amazing Contributions" article about a famous mathematician's contributions to the field. All these options include writing about math independently, with peers, and their teacher.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials are designed to make sense of mathematics through multiple opportunities for students to discuss math with peers and teachers to enhance comprehension, allowing students to refine their thinking, consider different perspectives, and build communication skills. For example, Lesson 13-3: "Let's Model In 3 Acts Time Travelers' Adventure" provides framework and questioning to lead class discussions through all sections: "Brainstorm Questions," "Make Predictions," "Identify Important Information," "Share Solution Strategies," "Validate Conclusions," and "Reflecting on Thinking."

## 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.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials support teachers in guiding students to share their problem-solving approaches, including explanations, arguments, and justifications. Each topic includes a "Let's Model in 3 Acts Lesson" in which students solve real-world problems with the teacher's guidance on problem-solving methods. For example, in Lesson 12-11: "Type It Up," students must determine how many words were typed given the number of words per minute and the minutes spent typing. In the activity, students share their predictions, solution strategies, and justifications for their conclusions about multiplying multi-digit numbers.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials support teachers in guiding students to reflect on their problem-solving approaches, including explanations, arguments, and justifications in multiple routines throughout each topic. For example, Lesson 11-7: "Use Strategies and Benchmarks to Compare Fractions," begins with "Math Talk" discussing, explaining, and justifying which fraction does not belong within an activity with multiple correct answers. It then progresses to "Explore and Share," where students visually and verbally justify the placement of fractions related to benchmark fractions on a number line. The following section, "Visual Learning," includes "Classroom Conversation," "Talk About Math Ideas," and "Language Support" to encourage further conversations with justification of solutions and reasoning.

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

*EnVision Plus Texas Mathematics 2027 Grade 3* materials offer prompts to support teachers in providing explanatory feedback based on student responses and anticipated misconceptions. For example, Lesson 9-3: "Describe Quadrilaterals," includes "Prevent Misconceptions" guidance to watch for students who think a trapezoid is not a quadrilateral and to ask, "How many sides does a trapezoid have?" and "How many sides do quadrilaterals have?" It also includes "Exit Ticket" feedback to support student understanding of special quadrilaterals and an "Intervention Activity" to reteach and give explanatory feedback related to the attributes of quadrilaterals.

*EnVision Plus Texas Mathematics 2027 Grade 3* materials offer guidance to support teachers in providing explanatory feedback based on student responses and anticipated misconceptions. For example,

Lesson 6–2: "Place Value," contains four exemplar student work samples along with specific questions to clarify understanding, point out potential misconceptions, and guidance to probe into incorrect answers with open-ended questions to diagnose needed remediation.