Curriculum Associates, LLC

English Mathematics, 3

i-Ready Classroom Texas Mathematics, Grade 3

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	**9781663057822**	**Both Print and Digital**	**Static**

Rating Overview

TEKS SCORE	ELPS SCORE	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	100%	4	Flags Addressed	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	28 out of 28	100%
2. Progress Monitoring	24 out of 26	92%
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	34 out of 41	83%
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	1	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	2
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.

In *i-Ready Classroom Mathematics,* the "Scope and Sequence" details lessons that align with Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) for grade 3. The materials also outline the learning progression throughout the grade levels, and the specific order of math concepts taught throughout the instructional year. The materials include a separate "TEKS Correlation Guide" that shows how lessons align to the TEKS.

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 grade 3 *Pacing Guide* includes a progression through the TEKS in seven units of study, containing 35 lessons for the school year. The materials include a suggested pacing document that outlines the concepts in each unit and the suggested pacing for each unit. The materials also include suggested pacing for various instructional calendars, providing suggested pacing for teachers to develop a flexible calendar spanning 147–171 days and one for 160 days of instruction.

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 Unit 1 "Learning Progressions Chart" summarizes how lessons in the "Number and Operations" units build on each other. The document explains the rationale of unit order and how concepts to be learned connect throughout the course.

The "Unit Flow and Progression Videos" provide explanations about the logic behind unit progression and conceptual connections across units, describing the intentional purpose of each unit and its sequence.

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

The materials include comprehensive protocols with corresponding guidance for unit and lesson internalization. Each unit has a "Unit Overview" section that outlines unit themes, and each lesson includes a lesson overview with information on learning objectives and prior knowledge.

The Teacher's Guide Overview features an implementation guide that offers protocols for internalizing units and lessons with teacher guidance on effective utilization.

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

The materials provide recorded model lessons for instructional leaders and include a "Lesson Implementation Guide" with a section addressing effective implementation strategies; however, the materials lack specific tools for instructional leaders to monitor whether teachers are correctly implementing the curriculum in their classrooms (implementation fidelity).

The materials do not provide guidance for leaders on how to support teachers when they encounter difficulties with the unique features and approaches of this specific mathematics curriculum.

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 include comprehensive unit overviews with background content knowledge and academic vocabulary support. Each unit features "Prerequisite Lessons" that specify the grade and lesson where background content was previously taught.

Unit Overviews list new, review, and academic vocabulary for each lesson. The "Build Your Vocabulary" sections guide teachers in supporting students with unit vocabulary words.

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

The materials include "Family Letters" that inform families, in both Spanish and English, about objectives of each unit lesson and provide definitions of key terms and explanations of concepts. The materials provide strategies and activities for families to use at home to support students' learning, including hands-on activities, conversation starters, and suggestions for digital learning tools.

The "Unit Flow Progression Video" for each unit "involves families with the ideas and concepts taught in the curriculum."

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).

The materials include structured lesson plans with content and language objectives, questions, tasks, materials, and assessments. Each lesson overview focuses on communication and discussion and provides instructional assessments, such as exit tickets and comprehension checks.

The "Sequence and Pacing Guide for the Year" outlines the corresponding TEKS and ELPS for each 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 materials include comprehensive lesson overviews with detailed material lists and timing guidance. Each lesson's "Pacing" section clearly identifies teacher materials such as presentation slides and "Math Toolkit" resources, as well as student materials needed for effective lesson delivery. The pacing guides provide specific timing for each lesson component with detailed time allocations for various activities.

The "Pacing Guides" provide specific timing for each lesson component, including detailed time allocations such as Start (5 minutes), Monitor & Guide (15–20 minutes), Group & Differentiate (20–30 minutes), and Close: Exit Ticket (5 minutes).

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

The lesson overviews provide guidance for extended practice through multiple avenues. Each lesson includes a "Differentiation" section with extension opportunities, and "Deepen Understanding" activities for enrichment.

Teachers receive guidance on assigning "Additional Practice" activities as extra practice in class or as homework, and "Deepen Connection" sections offer specific instructions for extension activities.

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	Materials do not include formative assessments that vary in types of questions, and tasks at the unit level.	7/9
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**	19/21

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.

The materials include a variety of instructional assessments at designated stages of learning progressions. The grade 3 "Resources for Assessment and Differentiation" section outlines diagnostic assessments administered at the beginning, middle, and end of year, along with formative assessments during and after individual lessons, mid-unit assessments during longer units, and summative assessments at the end of each unit.

The "i-Ready Diagnostic assessment" provides insights into student learning progressions and informs differentiated instruction to make grade-level material accessible. Data from this assessment will generate a "Prerequisites" report that helps teachers identify student learning gaps in prerequisite skills needed for grade-level math content.

However, materials do not include additional formative assessments at the unit level beyond the beginning of year, middle of year, and end of year.

Summative assessments are included at the end of each unit through the "Unit Assessments" or digital "Comprehension Checks."

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

The materials include an implementation document outlining the purpose and definition for each type of assessment in the program. For example, it states that "a formative assessment is a process used during instruction to monitor student learning and provide feedback for improvement."

The grade 3 Teacher's Guide provides the name, timing, location, and related digital assessment support for each assessment type, but lacks clear definitions. However, the materials do include the intended purpose for assessments, explaining that diagnostic test data generates prerequisite reports to help teachers identify learning needs for incorporation into year-long instruction.

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

The materials include comprehensive teacher guidance for consistent and accurate assessment administration. Each lesson quiz in the grade 3 Teacher's Guide provides clear explanations of tested skills, error alerts, problem notes, depth of knowledge levels, and detailed rubrics for individual questions, ensuring both consistency and accuracy in administration.

Additionally, the Teacher Toolbox and Success Central include embedded guidance for administering online comprehension checks, including step-by-step instructions, estimated completion time, and options for assigning follow-up tasks based on student responses, which further supports accurate and standardized delivery of assessments.

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

The "i-Ready Diagnostic assessment" is aligned to the TEKS and objectives of the grade 3 i-Ready Mathematics curriculum.

Formative and summative assessments are aligned to the TEKS and objectives of the lesson and unit assessments.

The "Process Standards Correlations" serve as a guide for teachers to view the correlation of the TEKS process standards with the Standards for Mathematical Practice (SMP).

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

Instructional assessments include items at varying levels of complexity, featuring fill-in-the-blank, multi-select, multiple choice, and extended/short constructed response formats across lesson quizzes and unit assessments.

All assessments include TEKS-aligned items. For example, the "Unit Assessment Scoring Guide" provides a table that demonstrates the alignment of each problem number to the Depth of Knowledge (DOK), points for scoring, TEKS addressed, and the lesson assessed by each problem.

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 Grade 3 i-Ready Mathematics materials provide comprehensive guidance for interpreting student performance through multiple assessment tools and scoring mechanisms. The materials include lesson quiz components with "Problem Notes" that guide teachers in scoring multi-selection assessment items with clear rubrics. Short response scoring rubrics outline detailed scoring guidance for student written responses.

The materials incorporate Depth of Knowledge (DOK) levels, which are indicated for each problem along with possible solutions, misconceptions, and explanatory notes.

The Teacher Toolbox provides performance analytics through digital diagnostic results that break down individual student performance against averages, while formative assessment support provides scoring rubrics with clear guidelines for interpreting student performance and responses. Assessment result summaries through comprehension check summaries outline both individual student and class assessment results to determine understanding of instructional materials.

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

The grade 3 materials provide structured guidance for responding to assessment data through differentiated instruction and targeted interventions. The materials implement a tiered learning system where suggested instructional groupings place learners on five tiers based on assessment results. Center activities provide aligned tasks for below level, on level, and above level learners.

Instructional priorities and "Tools for Instruction" recommend targeted lessons and activities based on performance data to address individual learning gaps. After assessments, differentiation resources guide reteaching, reinforcement, and enrichment. "Responding to Students' Needs" sections specify reteach and enrichment activities based on student proficiency.

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

The grade 3 materials provide comprehensive tracking systems for both teachers and students to monitor progress and growth over time. Teacher tools include diagnostic growth reports that summarize student performance across diagnostic windows.

A data analysis guide details how to read reports at district, school, class, and individual student levels, providing teacher guidance on performance, progress monitoring, and learning needs. "Teacher and Leader Data Charts" provide structured opportunities to track and reflect on data before and after assessments, while editable progress-monitoring charts allow teachers to customize tracking for individual students or whole-class growth.

Student tools include "Daily Learning Reflections" for noting strengths, growth areas, and questions, "Student Data Charts" for tracking and reflecting on assessment data, and the "My i-Ready Personalized Instruction Progress tracker" for recording lessons, dates, and scores to visualize progress.

3. Supports for All Learners

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

3.1 Differentiation and Scaffolds

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

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

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

Materials include teacher guidance for differentiated instruction for students who have not yet reached proficiency on grade-level content and skills. Each lesson contains reteach "Tools for Instruction" documents that provide activities and scaffolded lessons for students not yet demonstrating grade-level proficiency. For example, grade 3, Lesson 1, "Use Place value to Round Numbers," prerequisite activities and instruction support the prerequisite skills of rounding to the nearest ten and hundred, by modeling, writing, and comparing three-digit numbers to support learners not yet at grade level proficiency.

Materials include teacher guidance for differentiated and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. The i-Ready Materials identify class prerequisite needs and include recommended resources for prerequisite skills while maintaining pace with grade-level instruction.

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)

Materials include pre-teaching for unfamiliar vocabulary in the text. Lessons contain teacher guidance to develop academic language. For example, the teacher guide for grade 3, Lesson 3, Session 4 clarifies the usage of the word difference. Students are prompted to share examples of differences in the sizes of objects, then connect the conversations to the academic and mathematical usage of the word difference.

Materials include embedded supports for unfamiliar references in the text. The "Interactive Tutorials" contain embedded vocabulary support for students to select an unfamiliar or new academic term, and a definition, visual, and pronunciation are provided for learners to enhance vocabulary acquisition.

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.

Materials include teacher guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills. The i-Ready materials include differentiated math center activities for on-level and above-level students.

Materials include teacher guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level content and skills. Differentiation guidance for teachers accompanies each lesson in the Teacher's Guide. For example, the grade 3, Lesson 1, Session 4 provides suggestions for students extending beyond proficiency to find numbers that fit rounding criteria and a "Reinforce" activity for students meeting proficiency, where students round three-digit numbers in a variety of formats.

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.

Materials include explicit (direct) prompts to support teachers in modeling and explaining the concepts. For example, in grade 3, Unit 2, the "Math Background" document contains models, progressions, and teaching tips. Multiplication and division concepts are modeled with arrays, grids, number lines, and pictorial models. Teaching insights, along with examples and academic vocabulary, provide teacher support in explaining and modeling the concepts of multiplication, division, and their relationships.

Materials include guidance to support teachers in modeling and explaining the concepts. In grade 3, Unit 2, "Understanding Content Across Grades," provides insights with examples, models, and teaching tips for each lesson. Lesson 4 includes visual examples that explain how rows and columns from arrays are used to build the concept of multiplication. Definitions, pictorial representations, and common-error alerts are provided to anchor student learning throughout the unit.

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

The materials include teacher guidance and recommendations for effective lesson delivery and facilitation using multiple instructional approaches. In the "Refine" component of student lessons, exit tickets require students to communicate math concepts effectively in math journals. This teacher guidance supports effective instruction.

The materials include teacher guidance for collaborative practices to engage students, such as the "Try, Discuss, Connect" instructional framework. "Try–Discuss–Connect" provides a predictable structure that helps students make sense of problems, share their thinking with peers, and compare different mathematical representations and approaches.

The materials provide guidance for differentiated instruction through multiple grouping strategies, including whole-group instruction for introducing concepts, small-group work for targeted practice, and individual work for personalized learning. Teachers receive specific recommendations on when and how to implement each approach based on student needs and lesson objectives.

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.

Materials support multiple types of practice (e.g., guided, independent, collaborative,) to support effective implementation. For example, on-level, below-level, and above-level collaborative activities are provided in the "Reinforce" segment of each lesson. Students have opportunities to practice and apply the concepts they learn, including individual, partnered, station/center, project-based, whole-group, and small-group opportunities.

The materials guide teachers in implementing multiple practice types. The *i-Ready* "Best Practices and Tips" resource outlines best practices in differentiating instruction. The teacher material recommends a teacher-led mini-lesson, a student-led collaborative station, and an independent station, allowing for multiple types of practice.

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.

Materials include teacher guidance on providing linguistic accommodations for various levels of English-language proficiency, aligned with the English Language Proficiency Standards (ELPS). Each lesson contains a "Differentiation: English Learners" box that outlines scaffolds across three tiers of support: Light Support, Moderate Support, and Substantial Support. For example, in Lesson 15, Session 1, "Light Support," prompts teachers to encourage students to use math vocabulary to describe attributes of shapes, while Substantial Support recommends using real-world objects and physical gestures to build understanding of terms such as *right angle*. These supports are designed to engage English learners in academic discourse and are embedded directly within the lesson flow.

The materials also include strategies aligned to all five ELPS proficiency levels. In Lesson 21, Session 2, teachers support beginning-level students with sentence stems like "The area is ___ square units because . . . " accompanied by visuals and manipulatives, while Intermediate and Advanced learners are guided to use comparative and analytical language (e.g., "compare," "estimate," and "reasonable") during partner discussions.

Additionally, the "Resources for Language Development" section in the Teacher's Guide outlines how to implement linguistic scaffolds such as cognate support routines, visual cues, graphic organizers, and language functions that align with mathematical tasks. The User Guide expands on these features by explaining how they support language acquisition through vocabulary exposure, structured speaking opportunities, and interactive discussions, ensuring that English learners can meaningfully access and engage with grade-level mathematics.

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

The materials include implementation guidance to support teachers in using the materials in state-approved bilingual and English as Second Language (ESL) programs. For example, every "Lesson Overview" includes explicit Language Objectives, such as in Unit 1, Lesson 3, which states, "Describe problem solving strategies to subtract three-digit numbers during partner and whole class discussion." This objective promotes structured oral language development for English Learners.

The materials include a "Resources for Language Development" section in the Teacher's Guide, which outlines supports for emergent bilingual students. These features include language expectations, cognate support routines, and tiered differentiation strategies for English Learners across all five language-proficiency levels. The User Guide expands on this with clear explanations of how each feature supports language development in alignment with ELPS.

As the unit progresses, the materials help build academic vocabulary through visual and collaborative tools. Teachers are guided to create and update anchor charts that incorporate cognates, image collages with labels, and vocabulary walls. These tools reinforce new terms over time by connecting words to student experiences and previous lessons. For example, teachers introduce terms like *multiplication/multiplicación* and add student-generated examples throughout the unit.

The "Professional Learning Library," a digital resource for teachers, includes video modules, reference guides, and implementation strategies focused on language-acquisition techniques such as sentence frames, academic discourse routines, and the use of graphic organizers. This platform supports teachers in delivering linguistically responsive instruction across program types.

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.

Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through both oral and written discourse. The grade 3 materials include "Discuss It" sections in each session, with teacher prompts for partner discussions to build academic vocabulary through discourse.

Each lesson overview includes written language objectives with learning targets that promote oral and written discourse. For example, the Lesson 6 "Overview" includes the objective: "Use mathematical vocabulary to explain strategies for adding and subtracting within 1,000." This objective encourages the use of precise language during discussions and written explanations.

Materials support written discourse with differentiated sentence frames and co-constructed word banks.

"Connect to Culture" sections provide opportunities for cross-linguistic connections and for building background knowledge through oral discourse.

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.

Practice opportunities are aligned to the TEKS associated with the related lesson or unit. A "Practice Correlations" table provides an alignment indicating the relevant TEKS for each practice set by lesson.

Each "Apply It Problem" in every Refine session is designated by a Depth Of Knowledge (DOK) level. The "Apply It" problems include recommendations for students approaching, meeting, and extending beyond proficiency.

The grade 3 Digital Teacher's Toolbox provides practice assessment opportunities, and unit assessments require students to access multiple Depth of Knowledge levels.

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

Questions and tasks progressively increase in rigor and complexity, leading to grade-level mathematics proficiency. For example, a key feature of the Try-Discuss-Connect routine is select and sequence student strategies. This feature is designed to progressively increase the whole class discussion in rigor and complexity.

Practice problems in every "Explore and Develop" session for each lesson vary in difficulty level and are labeled as basic, medium, or challenge.

"Unit Lesson Progressions" explain connections between second and third-grade concepts, and "Prior Knowledge" sections outline how learned concepts connect to new ideas.

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 materials show linear patterns of lesson dependencies and concept building across units. For example, the Unit 2 "Lesson Progression" shows how Lesson 9 (using place value to multiply) requires prerequisite knowledge from Lesson 4 (understanding multiplication meaning) and Lesson 8 (using order and grouping to multiply).

The grade 3 materials demonstrate strong coherence through systematic connections between mathematical concepts across units. "Unit Flow and Progression Videos" outline connected concepts necessary for student mastery at the beginning of each unit.

"Learning Progression" sections detail connections between prior knowledge and current lesson objectives, with explicit connections made between concepts like place value, rounding, and operations. "Lesson Progression" charts provide visual diagrams showing how current lessons connect to previous learning and future learning within both the current grade and across grade levels.

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 grade 3 materials provide explicit connections between grade levels, showing clear learning progressions from grade 2 through grade 4. The Unit 1 "Lesson Progression" identifies the grade 2 content students learned and builds upon the future grade 4 content they will learn. For example, grade 2 students find array items using repeated addition and skip-counting, which leads to grade 3 students gaining conceptual understanding of multiplication as equal groups, preparing for grade 4 where students will add multi-digit numbers up to six digits using the standard algorithm. The materials explicitly connect place value understanding from grade 2 to grade 3 three-digit number operations.

Prerequisite lessons systematically connect previous grade concepts to current standard mastery requirements.

Teacher materials summarize vocabulary and concepts necessary for current grade mastery, with language objective connections in each lesson linking to previous 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.

Each grade 3 lesson systematically connects prior knowledge to new learning through structured progressions and explicit connections. Each lesson begins with "Connect to Prior Knowledge" sections that allow students to familiarize themselves with previously learned concepts, connecting upcoming knowledge and skills.

"Learning Progressions" in lesson overviews detail connections between prior knowledge and current objectives, outlining how concepts build upon those learned in grade 2.

Specific examples include Lesson 4 connecting grade 2 array understanding to grade 3 multiplication concepts, and Lesson 13 building on grade 2 pattern exploration to extend grade 3 number pattern understanding.

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 grade 3 materials systematically provide opportunities for students to retrieve and practice previously learned skills across multiple contexts. Two Unit 1 assessments are provided where students retrieve previously learned skills across lessons, demonstrating proficiency in subtracting, rounding, place value, addition, and representing equations.

Each unit includes "Math in Action" problem-solving activities, building upon previously learned concepts, with "Unit 1 Math in Action," where students use rounding and operations to solve real-life word problems in various ways.

"Lesson Progressions" show strands connecting previous lessons to current applications. For example, skills from Unit 2, Lessons 11–12 on multiplication and division are revisited in Unit 3, Lesson 17, where students solve one-step word problems using multiplication and division. The materials provide spaced retrieval opportunities with previously learned concepts across lessons by exploring skills and concepts that spiral back to previously learned content.

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

The grade 3 materials provide systematic interleaved practice through multiple lesson components and cumulative practice opportunities. In Unit 1, "Review," grade 3 students practice interleaved skills of rounding, adding, subtraction, and representing place value.

Unit 2, "Cumulative Practice," includes five sets practicing rounding numbers, adding and subtracting three-digit numbers, comparing numbers, and number line operations, connecting concepts from Unit 1 and grade 2 lessons. Each lesson consists of multiple sessions, allowing students to practice and build upon previously learned skills and concepts.

Unit 4, "Cumulative Practice," includes four sets designed to practice counting unit squares, multiplying length and width to find area, solving area word problems, and finding the area of combined rectangles. These sets review concepts from a previous unit.

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.

The *i-Ready* grade 3 questions and tasks require students to interpret models and representations for mathematical concepts and situations. In Lesson 20, Explore, students examine different visual representations of one-third. Students then create their own models for given fractions.

The *i-Ready* grade 3 questions and tasks require students to analyze and evaluate models and representations for mathematical concepts and situations. For example, in Lesson 15, students practice multiplying to find an area by analyzing models representing the area of various rectangles. Students also use models to compare the area of two different rectangles.

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

The *i-Ready* grade 3 questions and tasks require students to create models to represent mathematical situations. For example, in grade 3, the activity in "Tools For Instruction" prompts students to use tiles to construct different figures with the same area. Students then explain how two different shapes may contain the same area. Additionally, in Lesson 10, students draw models to illustrate division as sharing.

The *i-Ready* Student Digital Experience platform provides digital "Interactive Practice" activities where students manipulate virtual objects to create visual models. In a lesson aligned to division, students use digital tiles and drawing tools to model equal sharing situations, reinforcing conceptual understanding through interactive modeling tasks.

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

The *i-Ready* grade 3 questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts. For example, in grade 3, Lesson 21, "Apply It,"

students connect learning of fraction strips to construct fractions on a number line in the context of real-world problems.

Each lesson includes a "Refine" activity where students demonstrate conceptual understandings in real-world problem-solving tasks.

On the *i-Ready* Student Digital Experience, students engage with the "Interactive Practice" and "Digital Math Tools" components to apply their learning in new contexts. For example, they model fractions on number lines or use virtual manipulatives to solve measurement and equal-sharing problems, reinforcing conceptual understanding through real-world application.

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 include tasks that build student automaticity necessary to complete grade-level tasks. Each lesson provides an "Interactive Practice" activity that promotes automaticity of skills.

The materials provide tasks that are designed to build student fluency necessary to complete grade-level tasks. Within the *i-Ready* Student Digital Experience platform, the "Play Match Learning Game" serves as an interactive practice where students quickly match multiplication, division, addition, subtraction, and fraction facts. The games may be played at multiple speeds, which encourages increased fluency in students.

"Fluency and Skills Practice," at the end of each lesson and found in the online "Teacher Toolbox," provides specific practice for students to develop greater number sense and computational fluency.

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 flexible mathematical procedures within the lesson and throughout a unit. For example, in grade 3, Lesson 3, students use various strategies to subtract three-digit numbers. Students practice the standard algorithm, use base ten blocks, break apart by place value, and add on to subtract. Lessons prompt students to choose a method compatible with the numbers given, encouraging flexible problem solving.

Materials provide opportunities for students to practice applying accurate mathematical procedures within the lesson and/or throughout a unit. Accurate and efficient procedures are utilized throughout lessons. For example, in grade 3, Lesson 22, "Understand Equivalent Fractions," students make fraction bars, create models representing equivalent fractions, and place fractions on number lines.

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, processes, and solutions for accuracy within the lesson and throughout a unit. The materials contain a closing exit ticket where students describe the accuracy of a given math solution in the context of a word problem. For example, in grade 3, Lesson 20, Session 2, students describe the accuracy or inaccuracy of a given fraction. Students use math vocabulary to justify the reasonableness of a possible math solution.

Materials provide opportunities for students to evaluate procedures, processes, and solutions for flexibility within the lesson and throughout a unit. While performing three-digit subtraction in grade 3, students utilize place value, number lines, and place value blocks to subtract, demonstrating the use of flexible solution strategies.

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

The materials include embedded support for teachers to guide students toward increasingly efficient approaches. For example, the Teacher's Guide clarifies common student misconceptions. In grade 3, Lesson Four, Session Three, prompts clarify student understanding of the differences between addition and multiplication, and prompts students toward a more efficient answer.

The Teacher's Guide also prompts teachers to teach efficient approaches to math concepts. When teaching rounding to the tenths and hundredths, embedded teacher supports begin with the use of place value blocks, number charts, and number lines. The standard algorithm is introduced as an efficient problem-solving method.

5.3 Balance of Conceptual Understanding and Procedural Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.3a	Materials do not include how the conceptual and procedural emphases of the TEKS are addressed.	0/2
5.3b	All criteria for guidance met.	3/3
5.3c	All criteria for guidance met.	6/6
—	**TOTAL**	9/11

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

The materials do not explicitly state how the conceptual and procedural emphasis of the TEKS are addressed. In the grade 3 Teacher's Guide, the "Standards for Mathematical Practice (SMP) Correlations" section explains how the eight SMPs correlate to program content; however, it does not reference the TEKS.

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.

The materials include questions and tasks such as concrete models and manipulatives, pictorial representations, and abstract representations. For example, in the Teacher's Guide, Lesson 3, Session 2, students use virtual base-ten blocks to model subtraction before moving to drawings and equations.

The materials include questions and tasks that begin with hands-on activities and transition to abstract reasoning. For example, in Lesson 12, Session 3, students explore an area using square tiles and then connect this to multiplication equations.

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

The materials include supports that help students connect, define, and explain how concrete and representational models to abstract concepts. For example, in the Teacher's Guide, Lesson 16, Session 3, students use arrays and equal groups to build understanding of multiplication and describe patterns with equations. The materials support students in using pictorial and symbolic representations to express mathematical reasoning, helping them shift from hands-on to abstract thinking.

In the Teacher's Guide, Lesson 4, Session 2, students use unit tiles to build area models that represent multiplication problems. Students then explain how many rows and columns are shown in their models,

supporting the shift from concrete to representational to abstract understanding through verbal and visual connections.

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.

The *i-Ready* grade 3 Teacher's Guide includes "Build Your Vocabulary" sections that guide teachers in supporting students with unit vocabulary words using visual representations and manipulatives. The materials provide sentence frames to support students' discussions and explanations of mathematical reasoning such as "The array has ___ rows and ___ columns" and "An array and area are similar because . . . ."

"Build Your Vocabulary" Interactive tutorials in the Teacher's Guide include embedded vocabulary supports where students can select unfamiliar academic terms to access definitions, visuals, and pronunciation guides. The materials include color-coded visuals to distinguish between mathematical concepts (e.g., perimeter outlined in one color, area shaded in another color) paired with sentence frames like "The perimeter is ___ units because . . . " and "The area is ___ square units because . . . ."

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

The grade 3 Teacher's Guide includes embedded strategies for vocabulary development, including physical motions to reinforce terms. In Lesson 8, Session 2 (Develop Academic Language), teachers prompt students to hold up one arm to show a "side" and place fingers together in a mountain shape to represent a "corner" while learning geometric terms. In Lesson 20, Session 1 (Facilitate Whole Class Discussion), students use sentence stems such as "A triangle has three corners" and "A rectangle has four sides" to explain their understanding using precise mathematical language. The Unit 2 and Unit 3 Overviews include cognate charts that support emergent bilingual learners by connecting English and Spanish mathematical vocabulary (e.g., *multiplication/multiplicación*). Each session includes a "Discuss It" section—for instance, in Lesson 7, Session 1—with targeted discussion questions to guide peer dialogue and reinforce academic vocabulary in context.

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 provide comprehensive guidance for mathematical conversations with structured discussion prompts such as "How can we determine if this relationship is proportional?," and sentence stems (e.g., "Since the ratio of y to x is always ___, the constant of proportionality is ___). The Teacher's Guide includes exemplar responses to help shift students from informal descriptions (e.g., "the numbers go up the same way") to precise mathematical vocabulary (e.g., "since the ratio y/x remains constant at k, this confirms proportionality").

The materials feature a Try, Discuss, Connect instructional framework that promotes mathematical discourse by helping students make sense of problems, share thinking with peers, and compare different mathematical representations. Materials include guidance for teachers to facilitate peer discussions where students compare proof strategies and use prompts such as, "After hearing your partner's justification, do you see any connections to your own approach?"

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	All criteria for guidance met.	1/1
5.5b	The materials do not include the corresponding TEKS process standards.	0/2
5.5c	The materials do not include reference to the corresponding TEKS process standards.	0/2
5.5d	The materials do not include an overview of the TEKS process standards incorporated into each lesson.	0/1
—	**TOTAL**	1/6

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

The materials integrate the TEKS process standards. Materials include opportunities for students to use a problem-solving model that incorporates analyzing given information (identifying what is known), formulating a plan (choosing appropriate strategies), determining a solution, and justifying the solution.

The materials provide opportunities for students to communicate mathematical ideas using multiple representations, including symbols, diagrams, arrays, and mathematical language when explaining their reasoning.

Students have opportunities to select appropriate tools, such as manipulatives (counters, base-ten blocks), visual models (arrays, area models), and techniques (mental math, estimation) to solve multiplication and division problems. For example, in Lesson 21, Session 1, students use arrays and area models to determine the area of rectangles. The task prompts students to represent a real-world scenario involving tile patterns, where they must find the total area by creating an array and connecting it to the multiplication expression. The lesson guides students to analyze the information provided, choose an appropriate strategy (e.g., repeated addition or multiplication), solve the problem using a visual model, and justify their solution using mathematical language, such as *rows*, *columns*, and *square units*. This task aligns with TEKS process standards by developing problem-solving skills, modeling with mathematics, and encouraging the use of multiple representations to communicate reasoning.

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

The materials include a "Mathematical Process Standards in the TEKS (MPS)" document that explains how process standards are used throughout *i-Ready Classroom Mathematics*. For example, there are eight process standards listed in bold that are incorporated throughout the course. One of the standards is to "apply mathematics to problems arising in everyday life, society, and the workplace."

The materials emphasize that the eight Mathematical Process Standards in the TEKS (MPS) are "built into the foundation of *i-Ready Classroom Mathematics*."

However, the materials do not include reference to the corresponding TEKS process standards number.

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

The materials include "Standards for Mathematical Practice in Every Lesson (English and Spanish)" that explains how the Table of Contents indicates that all eight standards are embedded into each lesson.

The "Standards for Mathematical Practice in Every Lesson (English and Spanish)" highlights how the "Try-Discuss-Connect" framework systematically incorporates process standards 1–6 across all lessons.

However, the materials do not include reference to the corresponding TEKS process standards, and list only the MPS number.

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

Each lesson identifies which Mathematical Process Standards in the TEKS (MPS) are addressed, and specific activities and tasks that support that MPS standard. The materials include lesson-level teacher guidance on how to facilitate process standard development, with specific prompts and strategies for supporting student engagement (e.g., the "Deep Understanding" offers questions and supports for guiding classroom conversation to deep understanding of the mathematical process standard).

However, the lessons do not include reference to the corresponding TEKS process standard and list only the MPS number.

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.

Grade 3 materials include open-ended problem-solving tasks such as "Create different arrays for the product 20. How many different ways can you arrange 20 objects?" that require students to think mathematically about factors and multiplication.

Materials provide scaffolded questions that help students build perseverance, such as "How did you break apart numbers when you added smaller numbers? Can you use that same strategy with bigger numbers?," encouraging students to apply previous strategies in new contexts.

Students engage in tasks that require making sense of mathematics through exploration of concepts before formal instruction, such as exploring *area* through hands-on manipulation of square tiles before learning area formulas.

Materials include multiple-session lesson structures that give students time to grapple with concepts, build understanding, and demonstrate mathematical thinking through various representations.

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 materials explicitly support students in understanding multiple solution methods. Tasks ask students to solve problems such as 16 - 4 using either counting-on or counting-back strategies, with opportunities for students to compare and explain different approaches.

Students engage in activities where they create multiple representations for the same mathematical concept, such as representing fractions using fraction circles, fraction bars, and number lines, and then explain how each representation shows the same mathematical relationship.

Materials include gallery walks where students explore different solution pathways, with prompts directing teachers to ask "How is your method similar or different from your partner's strategy?" and "Is there another way to solve this problem?"

Teacher guidance includes embedded sentence stems such as "I solved this by . . . , but another way to solve it is . . . " to support students in articulating different approaches and justifying their reasoning.

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.

The materials include hands-on mathematical activities where students manipulate arrays, use fraction tiles, and create geometric models while engaging in mathematical discourse with peers and teachers.

Students have structured opportunities to write about their mathematical thinking through math journals, problem-solving reflections, and written explanations of their reasoning using academic vocabulary.

Each lesson includes a "Discuss It" section where students engage in mathematical conversations with partners and small groups, sharing strategies and justifying their mathematical thinking.

Lessons include collaborative problem-solving activities where students work together to solve multi-step problems and present their solutions to the class with written and oral explanations.

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.

The materials provide comprehensive teacher guidance for facilitating student sharing through structured discussion protocols, with specific prompts such as "Did you and your partner count the set of objects the same way or differently? Did you arrive at the same answer? Which solution would you share with another group, and why?"

The Teacher's Guide includes specific questioning strategies to help students reflect on their problem-solving approaches, such as "How many jumps on the number line did you take to find the difference? Explain to your partner how you used the number line to subtract."

The materials support teachers in guiding students to construct mathematical arguments through activities where students explain their reasoning for choosing specific strategies, compare different approaches, and justify why their method is effective.

Teacher materials include guidance for facilitating peer feedback circles where students present their mathematical reasoning and respond to questions about their problem-solving approaches.

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

The materials provide specific teacher prompts for addressing common misconceptions, such as when students struggle with multiplication concepts: "Let us build an array with three rows of four. Can you count the total?" with follow-up guidance for helping students connect concrete models to abstract understanding.

The Teacher's Guide includes embedded support for providing explanatory feedback, such as sample questions for reflection such as, "When looking at problem number two, I wonder if you remembered the relationship between multiplication and division."

The materials guide teachers in using assessment data to provide targeted feedback, with prompts for different student response types and clear directions for scaffolding student understanding based on demonstrated knowledge.

The "Teacher Toolbox" offers error analysis guidance where teachers help students identify, discuss, and learn from mistakes using student work samples and structured feedback routines.