Curriculum Associates, LLC

English Mathematics, 4

i-Ready Classroom Texas Mathematics, Grade 4

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	**9781663057839**	**Both Print and Digital**	**Static**

Rating Overview

TEKS SCORE	ELPS SCORE	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	100%	2	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	4	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	1	0	0
5. Protecting Children's Innocence	4	0	0
6. Promoting Sexual Risk Avoidance	1	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	6
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

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

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

The *i-Ready Classroom Mathematics* Scope and Sequence details lessons that align with grade 4 Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). It also outlines the progression of learning throughout grade levels.

The materials include a Scope and Sequence that outlines the order of math concepts taught throughout the instructional year.

A separate *TEKS Correlation Guide* is also included with materials to show the correlation of 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 4 "Pacing Guide" organizes instruction into 7 units (35 lessons), and provides recommended pacing and daily timing in the lesson overviews.

The materials include a suggested pacing document that outlines the concepts in each unit and the suggested pacing for each unit.

The materials include suggested pacing for various instructional calendars, with 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 Whole Number Operations unit build on one another and explains the rationale for the unit order and how concepts connect throughout the course.

The "Unit Flow and Progression Videos" explain the logic behind unit progression and conceptual connections across units, and describe 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 includes a "Unit Overview" section that outlines unit themes, and each lesson includes an overview with information on learning objectives and prior knowledge.

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

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 strategies for effective implementation.

However, the materials do not provide tools for instructional leaders to monitor implementation fidelity (if teachers are correctly implementing the curriculum in their classrooms). Nor do they offer guidance for leaders on how to support teachers when they encounter difficulties with unique curriculum-specific features and approaches.

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. For example, in Unit 2, Lesson 6, students learn to understand multiplication as a comparison, and the unit overview lists grade 4, Lessons 4 and 7, as prerequisite lessons.

Unit Overviews also list new, review, and academic vocabulary for each lesson, and 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 the objectives of each unit lesson. For example, in Unit 1, Lesson 3, the Family Letter focuses on rounding whole numbers and shows how to use a number-line strategy.

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 identifies teacher materials, such as session presentation slides and student materials for effective lesson delivery.

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

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

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, such as "Prepare for Multiplying by One-Digit Numbers," as extra practice in-class or homework. "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. Grade 4 "Resources for Assessment and Differentiation" outlines diagnostic assessments administered at the beginning, middle, and end of year, along with formative assessments during/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, the 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 that outlines the purpose and definition for each type of assessment in the program. For example, it states that "formative assessment is a process used during instruction to monitor student learning and provide feedback for improvement."

The grade 4 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 provide comprehensive teacher guidance for consistent and accurate assessment administration. Each lesson quiz in the grade 4 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.

Lesson quizzes include "Problem Notes" that support teachers in scoring multi-selection items, fill-in-the-blank, and short response questions. These notes also highlight misconceptions and provide scoring rationales, which help ensure scoring consistency and diagnostic accuracy.

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 aligns to the TEKS and objectives of the grade 4 *i-Ready* Mathematics curriculum.

Formative and summative assessments align 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 of 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 4 *i-Ready Mathematics* materials provide comprehensive assessment guidance through detailed scoring rubrics and performance interpretation tools. "Lesson Quiz" integration includes "Problem Notes" that guide teachers in scoring multi-selection assessment items with detailed rubrics covering multiple item types, including fill-in-the-blank, choice matrix, multiple selection, and short response formats.

The materials incorporate Depth of Knowledge 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 4 materials provide systematic guidance for differentiated instruction based on assessment performance data. A multi-tiered response system places learners on five tiers based on assessment results, with differentiated center activities providing aligned tasks for below level, on level, and above level learners.

Instructional priority guidance offers teacher recommendations for next steps based on performance trends, while targeted intervention tools provide lessons and activities recommended to address individual learning gaps.

Post-assessment resources are provided after both the "Unit 1 Assessment" and "Lesson 6 Quiz," with specific differentiation resources listed for reteaching, reinforcing, and enriching based on student performance. The "Responding to Students' Needs" sections specify which lessons should be retaught, and include enrichment activities for students who exceed proficiency on assessments.

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 4 materials provide comprehensive progress monitoring systems for both educators and students. Teacher tools include diagnostic growth tracking through reports that summarize student performance across diagnostic windows.

A data analysis framework guides reading reports at district, school, class, and individual student levels, while collaborative data review through "Teacher and Leader Data Charts" provides structured opportunities for data reflection before and after diagnostic assessments.

Students use tools such as "Daily Learning Reflections" and "Student Data Charts" to track strengths, areas for growth, and questions. They also document progress through "My *i-Ready* Personalized Instruction Progress & Reflection," recording lesson completion, scores, key learnings, and ongoing questions.

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. The reteach activities contain activities and scaffolded lessons for students not yet demonstrating grade-level proficiency. For example, the grade 4, Lesson 1, "Understand Place Value" lesson prerequisite activities and instruction support the prerequisite skills of reading and writing three-digit numbers, comparing and ordering three-digit numbers, and rounding to the nearest ten or hundred 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. For example, groups with in-depth review needs are provided along with "Tools For Instruction" to address below-level student needs.

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's Guide for grade 4, Lesson 4, Session 2, clarifies the usage of *digit* and *number.,* and students take turns demonstrating accurate usage.

The 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.

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

The materials provide 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, grade 4, Lesson 3, Session 3 provides suggestions for challenge activities for students extending beyond proficiency, to compare and order numbers, and a reinforcement activity for students meeting proficiency to compare 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.

The materials provide explicit, direct prompts that support the teacher in modeling and explaining new concepts. For example, the "Math Background" document for grade 4, Unit 2, contains models, progressions, and teaching tips; multiplicative comparison is explicitly explained with arrays, bar models, equations, and pictorial models. Teaching insights, along with examples and academic vocabulary, provide teacher support in explaining and modeling the concept of multiplication, factors, multiples, strip diagrams, and equations.

The grade 4, Unit 2, "Understanding Content Across Grades," provides insights with examples, models, and teaching tips for each lesson.

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

The materials provide 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 facilitates an effective instructional practice and approach.

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

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 for 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 within the "Reinforce" segment of each lesson.

The materials provide a variety of opportunities for students to practice and apply the concepts they learn, including individual, partnered, station/center, project-based, whole-group, and small-group opportunities.

The materials include guidance for teachers to support the effective implementation of more than two types of practices. The *i-Ready* "Best Practices and Tips" include a document outlining 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.

The materials include teacher guidance on providing linguistic accommodations for various levels of English language proficiency, in alignment with the 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 8, Session 2, Light Support prompts teachers to encourage students to describe number patterns using precise mathematical language, while Substantial Support recommends the use of sentence frames and real-world visuals to explain terms like *rule* and *pattern*. These embedded supports are designed to promote access to academic language and mathematical reasoning throughout instruction.

The materials also offer guidance aligned to all five ELPS proficiency levels. In Lesson 13, Session 3, beginning-level students are supported with visual cues and sentence stems such as "The shape has ___ sides," while Intermediate and Advanced learners are encouraged to justify their thinking using comparative phrases like "has more angles than" or "is similar to."

The "Resources for Language Development" section in the Teacher's Guide outlines how to implement scaffolds such as cognate support routines, anchor charts, image collages with labels, and vocabulary walls. These tools are introduced at the beginning of units and evolve across sessions, enabling teachers to reinforce and expand academic vocabulary by connecting new terms to prior knowledge, visuals, and collaborative discourse.

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 help teachers use the materials in state-approved bilingual/ESL programs. For example, every Lesson Overview includes explicit Language Objectives, such as in Unit 2, Lesson 5, which states, "Ask clarifying questions during partner discussion." This objective supports structured oral interaction and academic language development for English Learners.

The materials include a "Resources for Language Development" section in the Teacher's Guide, which outlines targeted support for emergent bilingual students. These supports include language expectations, cognate support routines, and differentiated strategies for English Learners across multiple proficiency levels. The User Guide provides further explanation of how each embedded feature supports language development in alignment with ELPS and is designed for use across transitional bilingual early-exit, late-exit, and dual language program models.

As lessons progress, the materials provide opportunities to build academic vocabulary through visual scaffolds and collaborative strategies. Teachers receive guidance to co-create anchor charts, use cognate word walls, and incorporate labeled images to reinforce vocabulary. For example, teachers introduce terms such as "pattern/patrón" and add student examples during lessons to deepen understanding and promote cross-linguistic connections.

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 all 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 4 materials include "Discuss It" sections in each session, with questions provided for the teacher to prompt partner discussion and develop vocabulary through structured talk.

Each lesson overview includes written language objectives with learning targets to promote oral and written discourse. For example, in Lesson 9, Session 3, students use the sentence frame "The pattern ___ between ___ and ___" and sentence stem "At first I thought . . . " to explain reasoning, supporting written discourse through differentiated sentence frames and co-constructed word banks.

"Connect to Culture" sections offer opportunities to build background knowledge and make cross-linguistic connections 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 align to the TEKS for the corresponding lessons and units. A "Practice Correlations" table aligns each practice set to the relevant TEKS by lesson.

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

The grade 4 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 third and fourth-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 3 "Lesson Progression" shows Lesson 13 using multiplication to convert measurement requires knowledge from Lesson 11 (multiplying by one-digit numbers) and Lesson 12(multiplying by two-digit numbers).

"Unit Flow" videos also connect necessary concepts for mastery, such as Lesson 3 "Explore," which uses number lines to build fluency in rounding numbers to the thousands. The grade 4 materials demonstrate systematic coherence through explicit connections between mathematical concepts across units.

The materials emphasize concept integration, with clear connections between place value, operations, and mathematical relationships. Linear learning patterns reveal prerequisite lesson dependencies and intentional concept building, showing structured pathways across different mathematical domains.

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 4 materials provide explicit grade-level connections showing clear learning progressions from grade 3 through grade 5. The Unit 1 "Lesson Progression" identifies the grade 3 content students learned, and builds on the future grade 5 content. For example, in grade 3 students developed multiplication understanding using area models, while in grade 4 students use properties of operations and partial products for two-digit by two-digit multiplication, leading to grade 5 preparation where students will be using standard multiplication algorithm for three-digit by two-digit numbers and multiplying decimals.

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 4 lesson systematically connects prior knowledge to new learning through structured progressions and explicit skill building. Each lesson begins with "Connect to Prior Knowledge" sections, while learning progression integration provides lesson overviews with progressions that outline concept building from previous grades.

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

The materials establish procedure connections linking current and prior grade-level procedures to new mathematical skills, with consistent problem-solving procedures applied across various contexts. Examples include Lesson 13 connecting previous grade measurement understanding to grade 4 multiplication for unit conversion, and Lesson 16 building on grade 3 area and perimeter understanding to develop rectangle formula comprehension. Place-value understanding systematically supports standard algorithm development, while previous knowledge of base-ten blocks and area models supports current multiplication strategies.

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 4 materials systematically provide spaced retrieval opportunities for students to practice previously learned skills across multiple contexts. Unit assessment practice includes two grade 4, Unit 1 assessments where students retrieve skills including place value representation, number comparison, rounding, estimation, and addition.

"Math in Action" integration provides problem-solving activities in each unit that build upon previously learned concepts, with Unit 1, "Math in Action," which builds upon estimation and place value concepts to solve real-life problems in various ways.

Cross-unit skill connections are shown through lesson progressions displaying strands connecting previous learning to current applications. For example, the Unit 4 "Lesson Progression" connects Lesson 13 (Unit 3) and Lesson 26 (Unit 4) to Lesson 28 where students solve time and money problems, demonstrating how skills from previous units are applied in new problem-solving contexts with grade 3 concepts supporting grade 4 applications.

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

The grade 4 materials provide systematic interleaved practice through cumulative practice sections and multi-session lesson structures. Interleaved unit review includes grade 4 "Unit 1 Review," with comparing whole numbers, representing place value, and adding. Each unit contains a cumulative practice structure through cumulative practice sections for spiraled skill practice, while multi-session lessons allow each lesson to be composed of multiple sessions for skill practice and building.

Cross-unit integration gives students extra practice on the most important skills for the grade, without adding new context. For example, Unit 3 "Cumulative Practice" includes five sets covering place values (Lesson 1), comparing numbers (Lesson 2), rounding (Lesson 3), adding (Lesson 4), and subtracting (Lesson 5).

Unit 4 "Cumulative Practice" spans multiple units with one-digit multiplication (Unit 3, Lesson 11), two-digit multiplication (Unit 3, Lesson 12), division (Unit 3, Lessons 14–15), and multiplication comparison

(Unit 2, Lesson 6), demonstrating how grade 3 rounding concepts support grade 4 place-value chart and number line applications.

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 4 questions and tasks require students to interpret models and representations for mathematical concepts and situations. The Lesson 6, "Explore," challenges students to examine differing models representing multiplication as a comparison. Students then create their own models representing multiplicative comparisons.

The *i-Ready* grade 4 questions and tasks require students to analyze and evaluate models and representations for mathematical concepts and situations. For example, in Lesson 12, students analyze area models to calculate partial products for a two-digit by two-digit multiplication problem. Students evaluate the area model for multiplication to connect it to the standard algorithm.

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

The *i-Ready* grade 4 questions and tasks require students to create models to represent mathematical situations. For example, in grade 4, the activity in "Tools For Instruction" prompts students to create models using 12 cubes. Students manipulate the model to create as many rectangular prisms as possible with the same volume.

In Lesson 12, students create a model to illustrate two-digit by two-digit multiplication. Students then use the grid models to connect to the area model for multiplication.

On the digital platform, "Interactive Tutorials" guide students to construct visual models during problem-solving tasks, such as using number lines and fraction bars to model and solve real-world scenarios involving measurement or multiplication, reinforcing the connection between abstract numbers and concrete representations.

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

The *i-Ready* grade 4 questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts. For example, in grade 4, Lesson 14, students apply conceptual understandings in new ways by using area models, arrays, and equations to practice division by one-digit divisors.

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

In the "Interactive Tutorials" on the digital platform, students apply conceptual knowledge from core instruction to novel situations by engaging in guided problem solving with visual models, such as representing multiplication as comparison and solving multistep word problems involving fractions.

5.2 Development of Fluency

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

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

The materials provide tasks to 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 build student fluency necessary to complete grade-level tasks. In the "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," included at the end of each lesson and available 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 apply flexible mathematical procedures within the lesson and throughout a unit. For example, in grade 4, Lesson 6, students use various strategies to understand multiplicative properties. Students practice representing multiplication with arrays, bar models, written expression, and equations. Lessons prompt students to choose a method compatible with the numbers given, encouraging flexible problem-solving.

Accurate and efficient procedures are used throughout lessons. For example, in grade 4, Lesson 12, "Multiplying by Two-Digit Numbers," students create area models, use the distributive property, demonstrate knowledge of partial products, and use the standard algorithm.

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.

The materials provide opportunities for students to evaluate procedures, processes, and solutions for accuracy within the lesson and throughout a unit. The materials include exit tickets that ask students to describe the accuracy of a given math solution in the context of a word problem. For example, in grade 4, Lesson 9, Session 4, students evaluate the reasonableness of a given math solution pertaining to number patterns and input and output tables. 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 two-digit by two-digit multiplication in grade 4, students are encouraged to use an area model or write out partial products, demonstrating the use of flexible solution strategies.

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

Materials contain embedded supports for teachers to guide students toward increasingly efficient approaches. The Teacher's Guide contains embedded support to clarify common student misconceptions. In grade 4, Lesson 5, Session 1, embedded supports guide teachers in examining common student misconceptions, causing students to mistake multiplication or addition—discussion questions prompt students to contextualize multiplication as a comparison. Embedded teacher questioning prompts students toward a more efficient answer.

Materials contain embedded supports for teachers to guide students toward increasingly efficient approaches. The Teacher's Guide contains embedded support to prompt teachers in teaching more efficient approaches to math concepts. While multiplying two-digit by two-digit numbers in grade 4, embedded teacher materials guide teachers in beginning instruction with an area model, followed by connecting partial products to the area model. At the end of the lesson, the standard algorithm is introduced as a more 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. For example, in the grade 4 Teacher's Guide, the section Standards for Mathematical Practice (SMP) Correlations explains how the eight SMPs correlate to content within the materials; however, the TEKS are not referenced.

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 have questions and tasks that include the use of concrete models and manipulatives, pictorial representations, and abstract representations. For example, in the Teacher's Guide, Lesson 8, Session 4, students use pennies as manipulatives to explore number patterns before analyzing visual models and writing expressions.

The materials include tasks that transition from hands-on tools to equations and number lines. For example, in Lesson 3, Session 2, students use a virtual number line and peer discussions to connect visual models to mathematical reasoning.

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 support for students in connecting, defining, and explaining concrete and representational models to abstract concepts. For example, in the Teacher's Guide, Lesson 9, Session 1, students begin with concrete place-value models and explain their reasoning as they estimate and round numbers.

The materials support students to translate between visual representations and numeric methods to build deeper conceptual understanding.

In the grade 4 Teacher's Guide, Lesson 14, Session 1, students use base-ten blocks to model division and connect their understanding of multiplication and division through visual representations. In the "Connect It" section, students transition from concrete models to symbolic representations by identifying related multiplication facts and describing the relationship to the division equation.

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.

Grade 4 student materials include visual fraction models (bars, circles, number lines) paired with academic vocabulary development where students explain equivalence using sentence frames like "The model shows 1/2 shaded on one bar and 2/4 shaded on another. Are these fractions equal? How do you know?"

Teacher Materials provide hands-on activities with base-ten blocks where students describe place value using precise mathematical language, supported by sentence stems and teacher-modeled academic vocabulary.

The "Interactive Practice" activities promote automaticity while building academic language through structured mathematical discussions about strategies and reasoning.

Materials include movement-based vocabulary instruction where students perform actions while learning mathematical terms, reinforcing academic language through multiple modalities.

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

Teacher materials include explicit guidance for developing word walls with mathematical terms, providing comprehensible input, and supporting students' use of 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 include structured opportunities for students to engage in mathematical arguments using precise language, with teacher guidance on facilitating discussions about fraction equivalence, multiplication strategies, and problem-solving approaches.

Teacher guides provide exemplary student responses and prompts for helping students transition from informal language to mathematical precision, such as moving from "splitting numbers makes it easier" to "the distributive property allows me to decompose one factor to simplify multiplication."

The materials include guidance for small-group activities where students work together to solve word problems, with teacher support for encouraging precise mathematical language when explaining solution strategies. This guidance is found in the grade 4 Teacher's Guide, particularly within the "Math Discourse" routines and Differentiated Instruction sections in units such as Unit 2 and Unit 4.

The materials provide cross-linguistic connection opportunities where teachers guide students to identify similarities between mathematical concepts in their native language and English, supporting academic language development. These supports are located in the Teacher's Guide under ELL Support callouts embedded throughout each lesson.

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.

TEKS process standards are integrated appropriately into the materials. The 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 Unit 2, Lesson 6, students solve real-world problems involving multiplicative comparisons, such as determining how many times longer one object is than another. The lesson uses visual strip diagrams to model the comparison and guides students to justify their thinking using terms like "times as many." The task encourages analyzing the relationship between quantities, selecting a modeling strategy, and communicating reasoning with visuals and precise mathematical language, aligning with TEKS process standards.

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 interwoven 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, and list only the MPS 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 a "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 includes a clear overview of which Mathematical Process Standards in the TEKS (MPS) are addressed, with specific activities and tasks that support that MPS standard.

Materials include lesson-level guidance for teachers 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 standards 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 4 materials include open-ended tasks such as "How many different rectangles can you draw with an area of 24 square units?" in Lesson 18, Session 2, which requires students to think mathematically about area and factor pairs.

The materials provide scaffolded questions to support perseverance, including prompts like "What do you notice?" and "What smaller problem can you solve first?" from the Monitor & Guide sections in various lessons.

Students explore mathematical concepts through hands-on activities before formal instruction, such as using square tiles to build area understanding in Lesson 15, Session 1.

Materials follow a multi-session structure that allows students to revisit concepts, grapple with tasks, and demonstrate understanding through discussion, modeling, and written reflection.

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 through tasks like solving subtraction problems in Lesson 11, Session 2, using number lines, place value blocks, or decomposition strategies.

Students create and compare visual representations, such as arrays, equations, and repeated addition in Lesson 7, to show the same multiplication concept.

Teacher prompts like "Which strategy helped you most?" and "Could this method work with another number?" support students in analyzing and justifying different approaches.

The differentiation section includes sentence stems such as "Another way to solve this is . . . " to help students articulate multiple solution paths and explain 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 use manipulatives like tiles, strips, and models to explore concepts such as area, fractions, and symmetry.

Students write about their mathematical thinking through math journals and problem reflections using prompts found in Practice and Deepen Understanding sections.

Each lesson includes "Discuss It" and "Turn and Talk" sections where students engage in mathematical conversation, share strategies, and justify thinking with partners and groups.

Group and differentiate activities provide collaborative tasks where students solve multistep problems and present their solutions to the class through 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 teacher guidance for facilitating structured student sharing, including prompts like "What strategy did your partner use?" and "How is your answer similar or different?" found in the Compare Strategies sections.

Teacher guides include reflective questions such as "Would this method work for a different number?" and "Why did you choose that operation?" to support analysis of student problem-solving approaches.

Activities encourage students to construct mathematical arguments and explain why their chosen methods are effective, often supported by visual models and sample responses.

Teachers are guided to facilitate peer feedback using routines that promote respectful listening and critique, such as posing follow-up questions during math talks and partner discussions.

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

The materials include teacher prompts for addressing misconceptions, such as using base-ten blocks when students incorrectly regroup in subtraction (Lesson 8, Session 2), with suggested questions like "Can you show your thinking with a model?"

Teacher guides embed explanatory feedback strategies, such as reflection questions in the Monitor & Guide section: "What do you notice about your method and your partner's?"

Assessment tools like quizzes and exit tickets include guidance for using student responses to target feedback and adjust instruction accordingly.

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.