Curriculum Associates, LLC

Supplemental English Mathematics, 1
Ready Texas Mathematics, Grade 1

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9781728022277**	**Print**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	90	2	Flags Not in Report	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	17 out of 23	74%
2. Progress Monitoring	15 out of 20	75%
3. Supports for All Learners	32 out of 36	89%
4. Depth and Coherence of Key Concepts	16 out of 16	100%
5. Balance of Conceptual and Procedural Understanding	38 out of 38	100%
6. Productive Struggle	19 out of 19	100%

Breakdown by Suitability Noncompliance and Excellence Categories

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

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	0
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	The materials do not contain any ELPS guides for educators that are required by the rubric.	4/5
1.1b	All criteria for guidance met.	3/3
1.1c	The materials do not provide skill entry points based on diagnostic assessment results.	1/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	**TOTAL**	12/14

1.1a – Materials include an alignment guide outlining the TEKS, ELPS, and concepts covered, with a rationale for learning paths across grade levels (vertical alignment) and within the same grade level (horizontal alignment) as designed in the materials.

Ready Texas Mathematics for grade 1 provides strong alignment to the Texas Essential Knowledge and Skills (TEKS) within the *Teacher Resource Guide*. Each lesson includes clear correlations between the TEKS and the concepts taught throughout the year.

Vertical alignment across grade levels is embedded within individual lessons, while horizontal alignment is addressed across units to support coherence and skill progression.

1.1b – Materials include an implementation guide with usage recommendations and strategies for effective educator use in various contexts, such as just-in-time supports, advanced learning, or as a course.

Ready Texas Mathematics for grade 1 includes a comprehensive "Implementation Guide" in the *Teacher Resource Guide*. The program offers usage recommendations for adapting to meet the needs of students in various contexts. These recommendations include differentiated instruction guidance, including enrichment opportunities labeled as Challenge Activities for advanced learners in grade 1.

The materials include strategies for effective educator practices in various settings. The *Teacher Resource Guide* features high-quality practices within each lesson component, presented in a step-by-step format.

1.1c – Materials include a TEKS correlation guide with recommended skill entry points based on diagnostic assessment results.

The *Teacher Resource Guide* for grade 1 provides a *TEKS Correlation Guide* that explains TEKS coverage included in *Ready Texas Mathematics* instruction.

The *Teacher Resource Guide* provides recommended skill entry points that are not based on diagnostic assessment results. Teachers can identify which TEKS correlate to lessons in the program, but this resource is not based on diagnostic assessment data.

There are no skill entry points provided based on diagnostic assessment results within the Online Teacher Toolbox as part of *Ready Texas Mathematics* for grade 1.

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

Ready Texas Mathematics for grade 1 provides protocols and detailed guidance to support unit and lesson internalization. Each unit includes an overview outlining lesson objectives, prerequisite skills, key vocabulary, and the learning progression.

Each lesson consistently includes content vocabulary, common misconceptions, student discourse examples, and step-by-step guidance for teachers to deliver the lesson effectively.

The Online Teacher Toolbox provides teachers with strong internalization protocols to build content knowledge and confidence in teaching lessons with intentional coherence.

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

Ready Texas Mathematics for grade 1 provides instructional leaders with resources and guidance to support educators implementing the designed materials. In the Online Teacher Toolbox, instructional leaders can access resources that include observation planning, learning walk look-fors, and virtual professional learning sessions led by educators.

The Online Teacher Toolbox also includes guidance tools that instructional leaders can use for Developing a Learning Culture, Use of Ready Math for High Quality Instruction, Prioritizing Grade Level Content, Promoting Effective Practices for Teacher and Learning, and Supporting All Learners.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	The materials do not include objectives or assessments aligned with the ELPS.	5/7
1.2b	This guidance is not applicable to the program.	N/A
1.2c	The materials do not contain support for families in Spanish and English for each unit with suggestions on supporting the progress of their student(s).	0/2
—	**TOTAL**	5/9

1.2a – If designed to be static, materials include detailed lesson plans with learning objectives, teacher and student materials, lesson components with suggested timeframes, and assessment resources aligned with the TEKS and ELPS.

Ready Texas Mathematics for grade 1 provides detailed overviews with learning objectives that are TEKS-aligned throughout the grade-level materials. There are no detailed overviews with learning objectives aligned with the English Language Proficiency Standards (ELPS).

The materials in grade 1 include lesson components with suggested time frames. There are introductions to lessons, modeled instruction, guided practice, and independent practice opportunities, all utilizing the concrete, representational, and abstract (CRA) approach, which provides hands-on, high-quality learning experiences. The *Teacher Resource Guide* provides suggested time allocations for each lesson component and outlines time frames for the entire lesson. Assessment resources are aligned with the TEKS. The instructional materials include a "Show What You Know" assessment component in the lessons.

The Online Teacher Toolbox component includes assessment materials that adapt to student progress, allowing teachers to provide targeted support and make task adjustments. There is no evidence of assessments aligned with the ELPS.

1.2b – If designed to be adaptive, materials include detailed lesson overviews with learning objectives, lesson components with suggested timeframes, and assessment resources aligned with the TEKS and ELPS.

This guidance is not applicable because the program is not designed to be adaptive.

1.2c – Materials contain support for families in Spanish and English for each unit, with suggestions on supporting the progress of their student(s).

Ready Texas Mathematics for grade 1 does not include support for families in English or Spanish for each unit to support the progress of their students. The materials include a general letter for families that can be printed in either English or Spanish; however, they do not support student progress in each unit.

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	2/2
2.1b	All criteria for guidance met.	2/2
2.1c	This is a static program. The materials do not include printable versions or accommodations, such as text-to-speech, content and language supports, or calculators that can be enabled or disabled for individual students.	Not Scored
2.1d	The materials do not include diagnostic assessments with TEKS-aligned tasks or questions, including interactive item types with varying levels of complexity.	0/4
2.1e	All criteria for guidance met.	4/4
—	**TOTAL**	8/12

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

Ready Texas Mathematics for grade 1 includes the definition and intended purpose of the types of instructional assessments. The materials state, "Formative Assessment (or Progress Monitoring) is a strategy that involves frequent, in-classroom progress checks of students' understanding and mastery of math concepts and skills."

The materials discuss mathematical discourse, formative assessments, and hands-on activities. The materials include the examples of "Talk About Its, Error Alerts, Misconception Alerts, and Assessment and Remediation charts."

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

Ready Texas Mathematics for grade 1 provides guidance to ensure consistent and accurate administration of instructional assessments. Each lesson for students includes mathematical discourse in the form of a performance assessment, think-pair-share, or an intervention activity.

The materials include guidance on the consistent administration of instructional assessments by providing step-by-step educator instructions within each lesson.

The materials include guidance on the accurate administration of instructional assessments to ensure the validity of assessments by including rubrics for educators to score student work.

2.1c – Digital assessments include printable versions and accommodations, including text-to-speech, content and language supports, and calculators, that educators can enable or disable to support individual students.

The materials do not include printable versions and accommodations, including text-to-speech, content and language supports, and calculators, that educators can enable or disable to support individual students.

The materials include assessments at the end of each student lesson, which are only included in the *Student Worktext* and are not digital. The lessons include formative assessments and performance assessments that allow students to demonstrate mastery of the material covered in each lesson.

The materials do not include digital assessments, printable versions, or accommodations, such as text-to-speech, content and language supports, or calculators, that educators can enable or disable.

2.1d – Materials include diagnostic assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels.

The materials do not include diagnostic assessments with TEKS-aligned tasks or questions, including interactive item types with varying levels of complexity. The materials include performance assessments in printable form, and formative assessments to determine mastery. The assessments included are not diagnostic and do not include any interactive item types.

2.1e – Materials include a variety of formative assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels.

Ready Texas Mathematics for grade 1 provides a variety of formative assessments with TEKS-aligned tasks or questions that offer more than two levels of complexity. The formative assessments provided "show the depth of knowledge (DOK) level for the items in the units, as well as the standards addressed and the corresponding *Ready Texas Mathematics* Instruction lessons being assessed by each item."

The solutions to the problems on the page range from DOK 1 to DOK 3.

The materials include interactive item types in the provided formative assessments that are paper-based tasks or questions. These items include both multiple-choice and non-multiple-choice formats and align to the TEKS.

The formative assessments that are provided show more than two varying levels of complexity through the "Show What You Know" and "Independent Practice" sections of each lesson. Throughout each lesson, students are asked to justify solutions, analyze and evaluate solving strategies with peers, and apply their understanding in real-world contexts.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	All criteria for guidance met.	3/3
2.2b	All criteria for guidance met.	1/1
2.2c	The materials do not include tools for teachers to track student progress and growth.	1/2
2.2d	All criteria for guidance met.	2/2
2.2e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	7/8

2.2a – Instructional assessments include scoring information and guidance for interpreting student performance, including rationale for each correct and incorrect response.

In grade 1, the materials include instructional assessments and a scoring information guide for interpreting student performance. For example, in grade 1, the materials in Lesson 11 include a scoring rubric for the "Show What I Know" task.

In grade 1, the materials include instructional assessments and a scoring information guide for interpreting student performance. The materials in grade 1, Lesson 12 include a TEKS Practice performance assessment, which provides solutions, explanations, and rationale for the correct answers.

The materials have instructional assessments that include rationale for each correct response. The solutions include providing rationale for the correct answers of the TEKS performance assessment. The solution for question 8 states, "Students should divide the triangle into two equal parts and color one of the parts." The rationale for incorrect answers is explained, and teacher guidance on differentiated support to correct student misconceptions is addressed.

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

For example, in the Online Teacher Toolbox, the Tools for Instruction activity "Number Pairs for Sums to 10" includes a "Check for Understanding" section that helps teachers assess a student's ability to identify addition pairs that equal a given number. If a student cannot decompose the number, the teacher is guided to "provide the student with a number of counters or connecting cubes equal to the given number" and help the student remove and count pieces to model parts of the whole.

In grade 1, the materials provide guidance for using the included tasks and activities to address student trends in performance on assessments. For example, the materials in Lesson 7, "Guided Instruction," provide the teacher guidance on how to use number bonds to relate to rows of circles. The materials

suggest furthering the student trends in performance on assessments by using the mathematical discourse question to reinforce the application of the commutative property.

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 materials include tools for students to track student progress and growth.

The materials provide self-checks for students at the end of each unit.

The materials do not include tools for teachers to track their own progress and growth.

2.2d – If designed to be static, materials provide prompts and guidance to support educators in conducting frequent checks for understanding at key points throughout each lesson or activity.

The materials in grade 1 are designed to be static, which do provide prompts and guidance to support educators in conducting frequent checks for understanding at key points throughout each lesson or activity. For example, in Lesson 9, the materials prompt teachers to ask students, "How does the 10-frame show the partner for 6?" when students demonstrate the addition and subtraction equations for the number bonds shown in the *Student Book*. The materials guide supports educators throughout the grade 1 materials, encouraging teachers to check for understanding in multiple ways throughout the lessons.

The materials are static and provide guidance to support educators in conducting frequent checks for understanding at key points throughout each lesson or activity. The step-by-step components are embedded to provide tips and guidance for teachers to use as they assess students' understanding while they work independently. The step-by-step process directs teachers to have students examine the shapes on the page, ask the mathematical discourse question, explain shape attributes, provide lesson materials, read directions aloud, monitor understanding, and ask questions to reinforce or extend student understanding.

2.2e – If designed to be adaptive, materials provide frequent checks for understanding at key points throughout each lesson or activity.

This guidance is not applicable because the program is not designed to be adaptive.

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	SCORE SUMMARY	RAW SCORE
3.1a	All criteria for guidance met.	1/1
3.1b	All criteria for guidance met.	4/4
3.1c	All criteria for guidance met.	2/2
3.1d	This program is static and do not include digital accommodations, such as text-to-speech, content and language supports, or calculators that educators can enable or disable to support individual students.	Not Scored
3.1e	All criteria for guidance met.	2/2
—	**TOTAL**	9/9

3.1a – Materials include explicit educator guidance for lessons or activities scaffolded for students who have not yet reached proficiency in prerequisite or grade-level concepts and skills.

Materials include explicit (direct) educator guidance for lessons to address the needs of students who have not yet reached proficiency in prerequisite or grade-level skills and concepts. For example, in Lesson 1, "Count on to Add," the prerequisite skills are listed next to the Lesson Overview and directs teachers to the Online Teacher Toolbox for additional resources. The prerequisite skills needed are to count up to 10 objects, interpret an equation, and understand that addition involves combining or putting things together. The materials in the Online Teacher Toolbox list two of these prerequisite skills and are labeled as "Prerequisite."

In grade 1, the materials include explicit educator guidance for lessons or activities scaffolded for students who have not yet reached proficiency in prerequisite or grade-level concepts and skills. In Lesson 25, "Understand Breaking Shapes into Parts," the materials guide instructs teachers to support students' thinking in the lesson through mathematical discourse by guiding the discussion, stating, "If you cannot fold a shape in half, how can you be sure that you are breaking it into equal parts?" This type of strategy enables students to respond by incorporating their knowledge of shape attributes or by recognizing the smaller shapes that can be combined to form a larger shape.

3.1b – Materials include explicit educator guidance for language supports, including pre-teaching and embedded supports for developing academic vocabulary and unfamiliar references in text.

In grade 1, the materials include explicit (direct) educator guidance for language supports, such as pre-teaching and embedded supports, to develop academic vocabulary and address unfamiliar references in text. Lesson 5, "Subtract to Compare in Word Problems," contains English Language Learner (ELL) support for students who need more student-friendly exposure to academic vocabulary. The language support and guidance referenced in the lesson provides teachers with information on how to explain that *less* and *fewer* mean *not as many as*, which is, in fact, the opposite of *more*. To provide more support, the materials suggest using pictures or objects with *less* and *fewer*.

The materials include explicit educator guidance for language supports, including pre-teaching and embedded supports for developing academic vocabulary and unfamiliar references in text. For example, in Lesson 1, "Count On to Add," the "Vocabulary" section prompts the teacher to introduce and reinforce key academic vocabulary such as *add*, *addition equation*, *commutative property of addition*, *count on*, *number path*, *tape diagram*, and *total*. The materials state, "In this lesson, children relate counting to addition by applying the counting on strategy to find an unknown sum. Children develop reasoning skills as they see a group of objects as a single quantity from which they can count on."

3.1c – Materials include explicit educator guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level and above grade-level content and skills.

In grade 1, materials include explicit (direct) educator guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level and above-grade-level content and skills. For example, in grade 1 materials, Differentiated Instruction support is available at the end of each lesson. This support includes extension activities for students who have demonstrated proficiency in grade-level and above-grade-level content and skills, such as Lesson 6, "Doubles and Doubles Plus 1," where a Challenge Activity is provided for students who will find doubles, doubles plus one, and doubles minus one patterns on an addition chart.

The materials include explicit educator guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level and above-grade-level content and skills. For example, in Lesson 15, "Understanding Tens," the materials provide an enrichment activity in the form of a hands-on activity. The materials state, "Have children work in pairs. One child counts out a group of 20 cubes, while the other counts out a group of 30 cubes. Ask partners to switch groups of cubes and connect them to form tens."

Materials include explicit educator guidance for extension activities for students who have demonstrated proficiency in grade-level and above-grade-level content and skills. The grade 1 materials include a concept extension where students are tasked with building upon the concept of a variable.

3.1d – Digital materials include accommodations, including text-to-speech, content and language supports, and calculators that educators can enable or disable to support individual students.

Ready Texas Mathematics for grade 1 does not provide digital materials that include accommodations, including text-to-speech, content and language supports, and calculators that educators can enable or disable to support individual students.

The materials include a digital component for teachers, called the Online Teacher Toolbox. In this digital space, teachers can access various resources, including the *Teacher Resource Guide*, Teacher Toolbox, small-group intervention documents, and digital student pages. The materials do not include digital components that offer accommodations, such as text-to-speech, content and language supports, and calculators, that educators can enable or disable to support individual students.

3.1e – Materials include educator guidance on offering options and supports for students to demonstrate understanding of mathematical concepts in various ways, such as perform, express, and represent.

Materials include educator guidance on offering options for students to demonstrate understanding of mathematical concepts in various ways, such as performing, expressing, and representing. In the grade 1 materials, teachers provide the option for students to find the difference in the opening activity of Lesson 5, "Subtract to Compare in Word Problems." Students can count children without hats represented in the problem, or add one number and determine how many more are needed.

Materials include educator guidance on offering options and support for students to demonstrate understanding of mathematical concepts in various ways, such as performing, expressing, and representing. In Lesson 10, "Understand the Equal Sign," the Independent Practice component, students are asked to count and write the number of shapes in groups to find the addends for the equations. In part B, students correct the false equations. Teachers are provided with scoring rubrics to evaluate student responses, along with suggestions on where to offer assistance to struggling students.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	5/5
3.2b	All criteria for guidance met.	2/2
3.2c	All criteria for guidance met.	3/3
3.2d	All criteria for guidance met.	2/2
3.2e	All criteria for guidance met.	2/2
—	**TOTAL**	14/14

3.2a – Materials include explicit (direct) prompts and guidance for educators to build knowledge by activating prior knowledge, anchoring big ideas, and highlighting and connecting key patterns, features, and relationships through multiple means of representation.

The materials include explicit (direct) prompts and guidance for educators to build knowledge by activating prior knowledge, anchoring big ideas, and highlighting and connecting key patterns, features, and relationships through multiple means of representation. For example, in Lesson 3, "Add and Subtract in Word Problems," the Lesson Overview introduces the big idea that students will use addition and subtraction to solve word problems with context. The teacher is guided to activate prior knowledge by reviewing key addition and subtraction language and modeling with drawings and counters. Students are prompted to represent problems in multiple ways, including equations, pictures, and manipulatives, to explore relationships between parts and totals. The materials prompt the teacher to ask students questions such as, "What is happening in this story?" and "How can you show what is left?"

The materials include explicit (direct) prompts and guidance for educators to build knowledge by activating prior knowledge, anchoring big ideas, and highlighting and connecting key patterns, features, and relationships through multiple means of representation. For example, in Lesson 6, "Add in Any Order," the Lesson Overview identifies the big idea that students will understand the commutative property of addition. The materials prompt teachers to activate prior knowledge by reviewing previously learned strategies such as counting on and using manipulatives. Students model and compare problems like 3 + 2 and 2 + 3 using linking cubes, pictures, equations, and teacher prompts such as "Do both problems make the same total?" and "Does the order matter?"

3.2b – If designed to be static, materials include educator guidance for effective lesson delivery and facilitation using various instructional approaches.

The grade 1 materials are designed to be static and include educator guidance for effective lesson delivery and facilitation, utilizing various instructional approaches. For example, in Lesson 22, "Add to Multiples of Ten," the *Teacher Resource Guide* provides explicit (direct) directions for effective lesson

delivery by including a detailed lesson plan with step-by-step instructions throughout the lesson. The materials include mathematical discourse and hands-on activities designed to encourage teachers to engage students in reflecting on their thinking through class discussions by applying place-value concepts when finding the sum of a multiple of 10 and a one-digit number; and using base-ten blocks and drawings to find the sum of a multiple of 10 and a one-digit number.

Included in grade 1 materials for teachers to utilize is direct instruction on how to differentiate instruction to meet the needs of all students, including those who are on level, below level, and above level. This instructional approach provides assessment and remediation, hands-on activities, and a Challenge Activity to engage students in learning. Teachers can demonstrate the relevance of learning through authentic, meaningful activities.

The materials in Lesson 22, "Add to Multiples of Ten," suggest using other methods of instructional delivery, including concept extensions, fluency practice, and the use of visual models, to encourage student learning and engagement. The materials provide effective lesson delivery and facilitation through various instructional approaches, incorporating at least two, and more than two, meaningful activities.

3.2c – Materials include multi-tiered intervention methods for various types of practice and structures and educator guidance to support effective implementation.

The materials include multi-tiered intervention methods for various types of practice and structures, and educator guidance to support effective implementation. For example, in Lesson 9, "Number Partners for 10," the "Differentiated Instruction" section offers targeted support for students needing intervention. Teachers are guided to work with students in small groups using connecting cubes and ten-frames to rebuild and reinforce number pairs that total 10. The materials also include independent practice options for students who are ready to apply strategies on their own, and partner activities to promote collaboration.

The materials include multi-tiered intervention methods for various types of practice and structures, and educator guidance to support effective implementation. For example, in Lesson 13, "Add Three Numbers," the "Differentiated Instruction" section offers targeted strategies for students who need additional help combining three addends. Teachers are guided to work in small groups with students using connecting cubes and ten-frames to model problems visually. For students ready for more independence, the lesson includes independent problem-solving tasks in a Challenge Activity where students apply strategies like making 10 to simplify their work.

3.2d – Materials include enrichment and extension methods that support various forms of engagement, and guidance to support educators in effective implementation.

Materials include enrichment and extension methods that support various forms of engagement. In Lesson 22: "Count Teen Numbers," of the Concept Extension, the *Teacher Guide* provides a concept extension activity in which students find number pairs for teen numbers.

Materials include guidance to support educators in the effective implementation of enrichment and extension methods. In the Differentiated Instruction component, there are activities for students who may require a challenge. This activity includes building numbers 11–15 using two groups of dots.

The materials include options for differentiation to meet the diverse needs of learners, such as challenges for advanced learners and scaffolding for those who require additional support.

3.2e – Materials include prompts and guidance to support educators in providing timely feedback during lesson delivery.

The materials include prompts and guidance to support educators in providing timely feedback during lesson delivery. For example, in Lesson 7, "Number Partners for 6 and 7," the materials have a step-by-step lesson progression. The materials encourage teachers to ask questions like "How did you make 6?" and "Can you show another way to make 7?" The materials also suggest that teachers observe how students use manipulatives and number sentences.

The materials include prompts and guidance to support educators in providing timely feedback during lesson delivery. For example, in Lesson 11, "Understand Sums Greater Than 10," the "Lesson Walkthrough" encourages teachers to ask students questions like "How did you get your total?" and "Did you try making a 10 first?" The materials guide teachers as they monitor student thinking and provide immediate feedback.

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	The materials do not include educator guidance on providing and incorporating linguistic accommodations for all 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 only include guidance for one level of academic language support.	1/4
3.3b	This guidance is not applicable to the program.	N/A
3.3c	The materials do not include implementation guidance to support educators in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3d	All criteria for guidance met.	8/8
3.3e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	9/13

3.3a – If designed to be static, materials include educator guidance on providing and incorporating linguistic accommodations for all 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 in grade 1 do not include educator guidance on providing and incorporating linguistic accommodations for all levels of language proficiency [as defined by the ELPS], which are designed to engage students in using increasingly more academic language. There is no indication that the English language support provided helps students progress to the next language proficiency level by using increasingly more academic language. The materials do not contain the ELPS and do not identify varying levels of language proficiency.

In Lesson 6, "Doubles and Doubles Plus 1," the materials include an ELL support that guides the teacher to common misconceptions through the lesson process. The materials do not explicitly provide guidance on linguistic accommodations for all four levels of proficiency defined by the ELPS, but they do provide accommodations to use with all students. The materials state, "ELL children may not understand the meaning of the term 'doubles.' Relate doubles to pairs of body parts, such as two eyes, two hands, and two feet." The materials include one level of language proficiency by asking students to use academic

language with simple sentence starters. The materials do not include increasingly more academic language to engage students aligned with the ELPS.

In Lesson 10, "Understand the Equal Sign," the materials offer ELL support in the form of visual cues to comprehend academic language. The materials do not explicitly provide guidance on linguistic accommodations for all four levels of proficiency defined by the ELPS, but they do provide accommodations to use with all students. The materials state, "provide cards to support the meaning of the mathematical symbols + and =. One card shows the symbol '+' with the word plus beneath it; another card shows '=' with the word equal beneath it. ELL students will use the cards to talk about the concepts in the lesson." The materials include one level of language proficiency by asking students to explain their answers with simple sentence starters. The materials do not include increasingly more academic language to engage students aligned with the ELPS.

3.3b – If designed to be adaptive, materials include embedded linguistic accommodations for all 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.

This guidance is not applicable to the program because it is not designed to be adaptive.

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

The materials for grade 1 do not include implementation guidance to support educators in effectively using the materials in state-approved bilingual/ESL programs. The materials do include a Spanish glossary to translate key terms in the Online Teacher Toolbox. The materials do not provide implementation guidance sufficient to support a state-approved bilingual/ESL program.

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

The materials include embedded guidance to support emergent bilingual students in developing academic vocabulary, increasing comprehension, making cross-linguistic connections, and building background knowledge through oral and written discourse.

In Lesson 3, "Add or Subtract in Word Problems," students are introduced to key terms like *join*, *separate*, and *in all*. The materials provide teacher guidance to model the use of the vocabulary words in context, and students practice repeating the words and applying them to their *Student Workbook* pages. The materials also guide teachers to model word problems for students using think-alouds and visual aids.

In Lesson 12, "Add in Any Order," the materials guide teachers to develop academic vocabulary through written discourse. The materials guide students to use sentence stems in structured writing. The materials also guide teachers to model mathematical thinking and encourage students to explain the commutative property.

In Lesson 20, "Compare Numbers," the materials include embedded guidance and support for bilingual students, with direct prompts for teachers to provide sentence frames for students to refer to as they work. This enables the development of comparative vocabulary and enhances comprehension through written discourse.

3.3e – 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.	4/4
—	**TOTAL**	6/6

4.1a – Practice opportunities throughout learning pathways (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.

In grade 1, the materials provide practice opportunities throughout learning pathways (including instructional assessments) that require students to demonstrate depth of understanding aligned to the TEKS. In Lesson 14, "Make a Ten to Subtract," the materials provide TEKS Practice instructional assessments that focus on making 10 and subtracting using multiple modalities, such as ten-frames, number lines, and equations.

The materials include instructional assessments throughout learning pathways that require students to demonstrate depth of understanding aligned to the TEKS. Students are provided this opportunity in the "Talk About It" sections of the *Teacher Resource Guide*. The students will analyze a bar graph. The teacher circulates to collect levels of understanding.

4.1b – Questions and tasks, including enrichment and extension materials, increase in rigor and complexity, leading to grade-level and above grade-level proficiency in the mathematics TEKS.

In grade 1, the materials, questions, and tasks, including enrichment and extension materials, increase in rigor and complexity, leading to proficiency at the grade level and above in the mathematics TEKS. For example, in Lesson 12, "Make a Ten to Add," the materials provide opportunities for students to make 10 using a hands-on activity where students use two-color counters to add numbers within a ten-frame to make 10. For enrichment and extension, the materials utilize the associative property to make 10 to add within 20, increasing rigor and complexity.

The materials include questions and tasks that increase in rigor and complexity, leading to grade-level proficiency in the mathematics TEKS. In Lesson 1, "Count on to Add," student tasks include word problems that require them to count to "add on," which aligns with the grade-level standard 1.3D: apply basic fact strategies to add and subtract within 20. The lesson includes an opportunity to increase the

rigor through the concept extension on page 6. The extension provides an opportunity to extend learning and complexity beyond the grade 1 standard.

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.	1/1
4.2c	All criteria for guidance met.	4/4
—	**TOTAL**	6/6

4.2a – Materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships.

The materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships. For example, in Unit 1 of grade 1, a horizontal progression chart illustrates how each lesson builds upon related content within and across grade levels. Lesson 1, "Count on to Add," connects to Lesson 2, "Count On to Subtract," reinforcing the conceptual relationship between addition and subtraction strategies. These foundational skills further support student understanding in Lesson 3, "Add and Subtract in Word Problems," which applies those strategies to solve word problems, demonstrating a clear thread of coherence within the unit.

In grade 1, the materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships. The materials provide a *Pacing Guide* that leads teachers from one lesson to the next, maintaining coherence across concepts within the grade level to encourage students to see mathematics as an interconnected web of ideas.

4.2b – Materials demonstrate coherence vertically across concepts and grade bands, including connections from grade K–6, by connecting patterns, big ideas, and relationships.

Materials include guidance within the *Teacher Resource Guide*, which demonstrates coherence across the grade level, indicates prerequisite skills for each lesson to show students what they need for that lesson, and outlines learning progression to illustrate how the lesson connects to upcoming lessons in the grade level.

Materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships through the use of correlation charts. The unit practice correlation chart indicates that the Mathematical Process Standards (MPS) are consistently present throughout and effectively integrated into all lessons of the grade 1 materials.

In grade 1, the materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships. The materials guide and direct teachers from lesson to

lesson, providing an overview of key concepts, lesson objectives, and learning progression, while highlighting the connections to prior lessons and what students should already know.

4.2c – Materials demonstrate coherence across lessons or activities by connecting students' prior knowledge of concepts and procedures to the mathematical concepts to be learned in the current grade level and future grade levels.

Materials demonstrate coherence across lessons by connecting students' prior knowledge of procedures to be learned across the current grade level and future grade levels. Lesson Overviews for each lesson describe connections in the procedures students are working on for that lesson and upcoming grade-level connections. In Lesson 20, "Compare Numbers," the learning progression addresses what students learned in kindergarten as it relates to comparing the length of an object, which is the same number of the same-sized units of length laid end to end.

Materials demonstrate coherence across lessons by connecting students' prior knowledge of procedures to be learned across the current grade level and future grade levels. This is achieved through Lesson Overviews, which describe the connections between the procedures students are working on in the current lesson and the lessons they will be exposed to in the vertically aligned grade level.

4.3 Coherence and Variety of Practice

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	All criteria for guidance met.	2/2
4.3b	All criteria for guidance met.	2/2
—	**TOTAL**	4/4

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

In grade 1, the materials provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways. For example, students will recite numbers forward and backward from any given number between one and 120 in grade 1 materials in Lesson 17, "The 120 Chart," and Lesson 18, "Understand 10 More and 10 Less." Students will be encouraged to skip-count and determine the numbers that are 10 more and 10 less than the given number, up to 120. Students will be provided these opportunities through the lessons to allow for continuous assessment of student progress, helping educators adjust their teaching strategies as needed.

Materials provide spaced retrieval opportunities with previously learned skills across learning pathways. The grade 1 *Teacher Resource Guide* includes a hands-on activity section throughout the lessons to support students in connecting concrete models with new skills. For example, in Lesson 6, "Doubles and Doubles Plus 1," the hands-on activity section uses models to add doubles plus one.

The materials provide space-retrieval opportunities with previously learned skills and concepts across learning pathways. For example, in Lesson 11, "Understand Sums Greater than 10," the materials explain the strategies to use, such as "number bonds, 10-frames, and connecting cubes to model and solve equations." The materials also explain that, "Practicing subtraction equations that relate to addition strategies, especially as students explore the relationship between different addend combinations."

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

In grade 1, the materials provide interleaved practice opportunities that integrate previously learned skills and concepts across various learning pathways. In Lesson 15, "Understand Tens," the Lesson Overview provides teachers with information about the skills that students should know coming into the lesson, such as being able to count to 100, add within 10, and understand teen numbers as one group of 10 and some ones. These skills enable students to expand their knowledge and retain information when learning Lesson 15 in grade 1, which focuses on understanding 10s using base-ten blocks, organizing 10 ones into groups of 10, and identifying and writing two-digit numbers in terms of 10s and ones explicitly. Interleaved practice enhances students' problem-solving abilities and promotes flexible thinking as they

learn to switch between different types of problems and strategies, allowing for the retention and understanding of skills over time.

The materials provide interleaved practice opportunities with previously learned skills and concepts across learning pathways. For example, in the "Math Talk" and "Talk About It" sections, students are prompted to explain how they found different combinations for six and seven using various strategies such as *doubles*, *counting on*, and *using a ten frame*. These prompts require students to switch between strategies and apply earlier concepts, such as composing numbers and using visual models, reinforcing understanding through varied and mixed practice rather than isolated repetition.

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.	2/2
5.1c	All criteria for guidance met.	1/1
—	**TOTAL**	6/6

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

The materials provide questions and tasks that provide opportunities for students to interpret, analyze, and evaluate models and representations for mathematical concepts and situations. In the grade 1 materials, the step-by-step activity in Lesson 11, "Understand Sums Greater than 10," has students put 13 colored connecting cubes to match a ten-frame picture. Then, they draw a number bond and answer the question, "How did you know what numbers to write?" They then demonstrate an equation and explain how various answers are the same or different.

In grade 1, Lesson 26, "Understand Solids," the materials provide teachers with opportunities to explicitly plan what students will analyze and evaluate when presented with questions and tasks, interpreting models and representations of mathematical concepts and situations while learning about solid shapes and identifying their attributes.

5.1b – Questions and tasks provide opportunities for students to create concrete models and pictorial representations to represent mathematical situations.

The materials include questions and tasks that require students to create concrete models of mathematical situations. In the grade 1 materials, students use six red counters to place on a ten-frame. They are asked how many more they would need to fill in to complete the frame.

The materials include questions and tasks that require students to create pictorial representations of mathematical situations. In the mathematical discourse in the grade 1 materials, students are asked, "How does the number bond relate to the question?"

In grade 1, the materials include questions and tasks that provide opportunities for students to create concrete models and pictorial representations to represent mathematical situations. In Lesson 19, "Understand Greater Numbers," the materials direct teachers to provide base-ten blocks for students to develop concrete models of numbers up to 120. Students will be able to use the *Student Workbook* to

review pictorial representations of mathematical situations, utilizing base-ten blocks to create numbers up to 120.

Questions and tasks provide opportunities for students to create concrete models and pictorial representations to represent mathematical situations. For example, in Lesson 11, "Understand Sums Greater than 10," the materials direct students to use connecting cubes to model number combinations. The materials guide the teacher to "Provide students with connecting cubes to build groups and count them to find sums greater than 10." The materials guide the teacher to prompt the students to "draw or represent their combinations" on the *Student Workbook* pages.

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

Questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts. For example, in Lesson 33, "Spending, Saving, and Giving," the materials have a "TEKS Practice" section that provides an at-a-glance explanation: "Children solve problems involving spending, saving, and giving money that may appear on a mathematics test." The students are directed to solve problems independently, such as, "Jed has eight dollars. He buys a picture frame for five dollars. He puts the rest of his money in the bank. Does Jed save more money or spend more money? Explain."

In grade 1, the materials include questions and tasks that provide opportunities for students to apply their conceptual understanding to new problem situations and contexts. The materials in grade 1, Lesson 28, "Compare Data," direct teachers to explain that picture graphs are organized in a way that displays data so that others can understand what they represent. The materials provide opportunities for students to analyze a graph to determine quantities shown in the data. The materials include guidance for students to explain and model their graphs using data collected during hands-on activities in Lesson 28. The lesson includes opportunities for students to apply mathematical knowledge to new problems through these tasks.

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 mathematical tasks.

The materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level mathematical tasks. For example, in Lesson 9, "Number Partners for 10," the materials instruct students to engage in structured practice identifying different ways to make 10 using cubes, number bonds, and number sentences. The lesson emphasizes speed and accuracy by encouraging students to quickly recall familiar facts (e.g., 7 + 3, 6 + 4). The "Practice More" section provides opportunities for repetitive and varied exposure to number pairs, and the teacher is guided to prompt students with questions like, "How do you know those numbers make 10?"

The materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level mathematical tasks. For example, in Lesson 12, "Make a Ten to Add," students are introduced to the strategy of making a 10 to solve addition problems with sums greater than 10. The lesson includes multiple opportunities to apply this strategy using counters, ten-frames, and number sentences, helping students internalize the process. The "Practice More" section in the *Student Workbook* reinforces this skill. The materials guide the teacher to provide prompts for students, such as "Can you make a 10 first?" and "What is 10 plus what?"

5.2b – Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures throughout learning pathways.

The materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures throughout learning pathways. For example, in Lesson 12, "Make a Ten to Add," students are guided to solve addition problems by first making a 10, then adding the remaining part. The materials instruct the teacher to model this strategy through ten-frames, connecting cubes, and number sentences. The materials guide the teacher to ask students to apply the strategy by asking, "What numbers make a 10?" and "Can you find a faster way to add?"

In Lesson 14, "Make a Ten to Subtract," students are taught to use the "make a ten" strategy to simplify subtraction problems. The materials guide the teacher to model this strategy using ten-frames,

connecting cubes, and number lines, and the materials prompt the students to continue understanding by asking, "How did making a ten help you subtract?" and "Can you show that another way?"

5.2c – Materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways.

Materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for accuracy throughout learning pathways. Students evaluate equations and determine which ones are valid. For example, in Lesson 33, "Spending, Saving, and Giving," students evaluate a problem and explain their solution through Guided Practice and Independent Practice. Then, in Independent Practice, students explain if they needed to add or subtract to solve the problem. They are given the opportunity to evaluate the most efficient way to solve and then explain their findings.

The grade 1 materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways. The materials in grade 1, Lesson 28, "Compare Data," of the *Teacher Resource Guide*, direct teachers to prompt students to evaluate and compare data on a graph. Students are led to discuss the questions they can compose using the provided data and the answers they can find. The materials prompt students to discuss multiple ways to compare, including opportunities to reflect on efficiency, flexibility, and accuracy. Students evaluate different mathematical approaches through discussion tasks embedded in the lesson.

5.2d – Materials contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems.

The grade 1 materials contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems. In grade 1, Lesson 6, "Doubles and Doubles Plus 1," students are introduced to the strategy of doubles and doubles plus one. Students will use models to find the sums of doubles and doubles plus one as they continue to work with addition sentences, helping them recognize that they can double the smaller number and add one more. Teachers are guided to help students develop efficiency with each strategy offered, and they can choose the most effective one for various contexts so that students gain the confidence to tackle a wide range of mathematical challenges.

Materials contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems. For example, in Lesson 16, "Count to 120," Independent Practice, the mathematical discourse guides students to the understanding that it is more efficient to draw lines to represent 10s than to draw individual items.

5.3 Balance of Conceptual Understanding and Procedural Fluency

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

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

The materials explicitly (directly) state how the conceptual and procedural emphasis of the TEKS is addressed. For example, in Lesson 4, "Understand Even and Odd Numbers," the "Mathematical Discourse" section discusses the conceptual understanding of what makes a number even or odd. The materials state, "How can you tell if a number is odd or even? If there are no leftovers and the groups are made up of 2, the number is even. If there is a leftover, the number is odd." The materials provide various activities for students to practice identifying even and odd numbers, such as working in pairs to identify dots on a domino and circling pairs on the *Student Worktext* pages.

In Lesson 20, "Compare Numbers," the "Mathematical Discourse" section emphasizes the conceptual idea of comparing two-digit numbers using place-value understanding. The materials state, "Why do you think there is a box around some of the tens? What does it represent? Students should recognize that there are ten tens in each box, representing 100. The box around them makes it easier to count the groups." The materials provide numerous student activities to practice the procedural concepts, such as drawing simple ten-frame models, and working through independent practice in the *Student Worktext*.

5.3b – Questions and tasks provide opportunities for students to use concrete models, pictorial representations, and abstract models as required by the TEKS.

The grade 1 materials have questions and tasks that provide opportunities for students to use concrete models, pictorial representations, and abstract models as required by the TEKS. For example, in grade 1, Lesson 11, "Understand Sums Greater than 10," teachers are directed to have students use connecting cubes to model sums greater than 10, such as modeling 12 by adding 10 + 2 connecting cubes. Students will create pictorial models, creating number bonds that equal sums greater than 10. Students are directed to complete addition equations that involve sums greater than 10, using symbols such as 9 + 3 = 12.

In grade 1, Lesson 13, "Add Three Numbers," teachers are provided directions to direct students to use concrete models, such as a ten-frame and red, blue, and yellow counters, to add three addends and find the sum. The materials direct students to use pictorial representations in the *Student Workbook* to count the different-colored flowers to complete the word problem. Students make connections to the model by

completing the equations. The materials have students show what they know by having them use abstract models to add three addends in an equation to solve for the sum. As students progress, they connect concrete and visual models to abstract representations, deepening their conceptual understanding and problem-solving skills.

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 for students in connecting, creating, defining, and explaining concrete and representational models to abstract concepts, as required by the TEKS. For example, in Lesson 3, "Add and Subtract in Word Problems," the materials guide teachers in modeling for students how to solve problems by acting them out with real objects, then writing equations to represent the solution. The students draw their own models and then use their drawings to create number sentences.

In Lesson 6, "Doubles and Doubles Plus 1," the materials guide the teacher to model for students how to use pictures of objects grouped into doubles and doubles plus one, and then write the equations. The students will "draw their own double facts and visually show the 'plus 1' component." The materials guide students in filling in the blanks with sentence frames that state, "I used ___ to solve ___" to demonstrate their understanding.

5.4 Development of Academic Mathematical Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.4a	All criteria for guidance met.	1/1
5.4b	All criteria for guidance met.	2/2
5.4c	All criteria for guidance met.	1/1
5.4d	All criteria for guidance met.	2/2
5.4e	All criteria for guidance met.	2/2
—	**TOTAL**	8/8

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

The materials provide opportunities for students to develop academic mathematical language using visuals, manipulatives, or other language development strategies. In Lesson 4, "Understand Missing Addends," the materials include a hands-on activity to practice different ways to show five. The materials state, "Have children use counters and number bond mats to model each of the number bonds on the page by placing five counters in the top and moving the correct number of counters into each section. Make sure children recognize that each of the number bonds represents a different way to show five."

In Lesson 6, "Doubles and Doubles Plus 1," the materials include a hands-on activity. The materials state, "Have children make two rows of counters using the number partners 3 and 3. Ask: Are there the same number of counters in each row? (Yes.) How do you know? (Each counter has a partner.) Ask children how they can find the total number of counters."

5.4b – Materials include embedded educator guidance to scaffold, support, and extend students' use of academic mathematical vocabulary in context when communicating with peers and educators.

Materials include embedded educator guidance to scaffold and support students' use of academic vocabulary in context when communicating with peers and educators. In Lesson 13, "Add Three Numbers," students receive Differentiated Instruction and have the opportunity for remediation. Academic vocabulary is scaffolded when students work through their misconceptions around adding. The materials allow students to engage in a concept extension during independent practice. Students solve word problems with zero as an addend, and they work to write and solve equations.

Materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse. In Lesson 20, "Compare Numbers," during Guided Practice, teachers guide students to compare numbers in a word problem. Students use language such as *greater than* and are asked to identify the symbol to use for *is the same as*, utilizing previously taught vocabulary.

In Lesson 20, "Compare Numbers," Independent Practice, students complete problems with symbols and then, on the last problem, use the words *is less than*, *is greater than*. Guidance is provided for ELL students in the form of sentence stems for students to refer to as they work.

5.4c – Materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse.

The materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse. For example, in Lesson 12, "Make a Ten to Add," the materials include a step-by-step lesson progression and opportunity for student discourse. The materials state, "Ask children to describe what it shows. Guide children to see that 7 is circled because it is the addend you start with. Ask: 'Why start with 7? (It's easier if you start with the addend that is closer to 10.) But the strategy will work either way.'"

Materials include embedded educator guidance to extend students' use of academic vocabulary in context when communicating with peers and educators. In Lesson 13, "Add Three Numbers," students engage in a concept extension during Independent Practice. Students solve word problems with zero as an addend. They work to write and solve equations.

In Lesson 5, "Subtract to Compare in Word Problems," Independent Practice, students are asked to share the models and solution strategies they used to solve comparison problems. The "Mathematical Discourse" guides teachers to ask students, "How do you compare two quantities?" It further explains that "Children should be able to act out the problem, create a visual model, and write an appropriate subtraction equation to answer both questions."

5.4d – Materials include embedded guidance to facilitate mathematical conversations allowing students to hear, refine, and use math language with peers.

The materials include embedded guidance to facilitate mathematical conversations, allowing students to hear, refine, and use math language with peers. For example, in Lesson 13, "Add Three Numbers," the materials have a "Mathematical Discourse" section that offers guidance to facilitate mathematical conversations. The materials state, "Is the total of 6+7+5 the same as the total of 7+6+5? How do you know? The students should say: Yes, the totals are the same. When I add three numbers, I can add them in any order or group them in different ways, and the total stays the same."

In Lesson 15, "Understand Tens," the materials included embedded guidance to facilitate mathematical conversations. The materials state, "How could you see that 50 is more than 30 just by looking at the numbers? Some children might suggest building each group of cubes and counting them. Others may suggest thinking of three tens as 30 ones and comparing 40 ones or four tens to make them understand."

5.4e – Materials include embedded guidance to anticipate a variety of student answers including exemplar responses to questions and tasks, including guidance to support and/or redirect inaccurate student responses.

Materials include embedded guidance to anticipate a variety of student answers including exemplar responses to questions and tasks, including guidance to support and/or redirect inaccurate student responses. For example, in Lesson 16, "Count to 120," the materials include embedded guidance to anticipate a variety of student answers. The materials give exemplar answers in the step-by-step model processing that states, "Ask: What are the flowers on the top of the page that are difficult to count? (The students answer that they are not organized, so it is difficult to keep track when you count.)"

In Lesson 17, "The 120 Chart," the materials include embedded guidance to anticipate a variety of student answers. The materials include a step-by-step modeling process that gives an example by stating, "Direct children's attention to the Model It. Have children look at the first column in the 120 chart, pointing out that a column goes from top to bottom. Then ask children, 'What is the same about the numbers in the column?' (The students answer: The numbers all end with 1, and the numbers have 1 one)."

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	All criteria for guidance met.	1/1
5.5b	All criteria for guidance met.	2/2
5.5c	All criteria for guidance met.	1/1
—	**TOTAL**	4/4

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

The grade 1 materials include the TEKS process standards, which are integrated appropriately into the materials. For example, in grade 1, Lesson 2, "Count on to Subtract," the materials provide an overview of the process standards that are integrated throughout the lesson. The materials offer MPS Tips integrated within the lesson to prompt teachers to ask students to describe how the equation reveals what is happening in the problem in the *Student Workbook*, emphasizing TEKS process standard 1.1.G, which states, "display mathematical ideas using precise mathematical language in written or oral communication."

In grade 1, Lesson 8, "Number Partners for 8 and 9," the materials provide an overview of the process standards that are integrated throughout the lesson. The material includes MPS Tips integrated within the lesson to prompt the teacher to help students discern the mathematical relationship within number partners, and draw attention to the application of the commutative property using the *Student Workbook*, emphasizing TEKS process standard 1.1.F, which states, "analyze mathematical relationships to connect mathematical ideas."

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

Materials include a description of how process standards are incorporated and connected throughout the learning pathways. In the "Supporting Research" section of the *Teacher Resource Guide*, the materials provide examples of the resources used and illustrate how the lessons incorporate them for students. The materials state, "Applying Prior Knowledge: These are experiences and knowledge that a student brings with himself or herself to learn about a topic. Each Ready Lesson begins with an activity that introduces a new skill by guiding students to solve a problem using prior knowledge."

Materials include a description of how process standards are incorporated and connected throughout the learning pathways. For example, in the "Supporting Research" section of the *Teacher Resource Guide*, the materials define and describe how collaborative learning is used in their materials. The materials state, "Students work together in pairs or small groups to attain their individual goals. Ready Lessons provide multiple opportunities for collaborative learning. "Talk About It" leads students through

discussions of key ideas and prompts them to compare answers and reasoning to identify misconceptions."

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

The grade 1 materials include an overview of the TEKS process standards incorporated into each lesson. For example, in grade 1, Lesson 16, "Count to 120," the process standards are listed in the Lesson Overview under the TEKS Focus. The materials incorporate the TEKS process standards throughout the lesson, with embedded MPS Tips for teachers to refer to for alignment. The clarity of the grade 1 materials supports consistency in instruction, ensuring that students engage with process standards throughout their learning journey.

The grade 1 materials include an overview of the TEKS process standards incorporated into each lesson. For example, in grade 1, Lesson 19, "Understand Greater Numbers," the process standards are listed in the Lesson Overview under the TEKS Focus. The materials state, "Have volunteers use the chart to explain how the representations for each number are alike and how they are different." The TEKS process standard referenced is 1.1E and states, "The student is expected to create and use representations to organize, record, and communicate mathematical ideas."

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.	3/3
6.1c	All criteria for guidance met.	3/3
—	**TOTAL**	9/9

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

The materials include tasks and prompts that require students to engage in problem-solving and make sense of mathematical concepts. In Lesson 8, "Number Partners for 8 and 9," students explore multiple number combinations that add up to 8 and 9 using connecting cubes and number sentences. The student tasks prompt learners to represent each combination with manipulatives and write corresponding equations. Students then discuss how they found each combination and how they know the parts make the whole. The teacher is directed to ask, "Can you find another way to make 8?" and "How do you know it is still 8?"

In Lesson 13, "Add Three Numbers," students engage in solving problems that involve three addends. Students use pictures and manipulatives to model the addition process and decide which two numbers to add first. They then explain why they chose that strategy. The teacher is prompted to ask, "Why did you choose to add those two numbers first?" and "Can you find a different way to solve it?"

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

Materials support students in understanding and explaining that there can be multiple ways to solve problems and complete tasks. In Lesson 18, "Understand 10 More and 10 Less," students need to find 10 more than 62 by using a number line or a number chart. They then need to explain their understanding of the strategy by answering, "How is finding 10 more and 10 less on the 120 like adding and subtracting?"

In Lesson 18, "Understand 10 More and 10 Less," students are asked, "How does the 120 chart help you find 10 less and 10 more? Why does this work?" This questioning allows students to justify their use of a number chart as a subtraction strategy.

In grade 1, Lesson 8, "Number Partners for 8 and 9," students are encouraged to justify and explain their answers through the use of mathematical discourse prompted by the teacher. The materials include prompts for students to explain their reasoning and justify their methods across a variety of learning settings.

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/or educators.

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/or educators. In Lesson 8, "Number Partners for 8 and 9," students build and draw sets of objects to model different ways to make 8 and 9. They write number sentences to represent each combination and explain their thinking to a partner. The materials include prompts such as, "Can you show your partner how you made eight?" and "Write a number sentence to match your blocks."

In Lesson 13, "Add Three Numbers," students solve problems involving three addends using drawings and manipulatives. The *Teacher Resource Guide* prompts students to explain their addition strategies and compare them with those of a classmate. Students write equations to match their work and describe how they chose which numbers to add first. The materials encourage students to engage in math through hands-on problem-solving, write about math using recorded number sentences, and discuss math by explaining their approach to others.

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 educators in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications.

The grade 1 materials support educators in guiding students to share their problem-solving approaches, including explanations, arguments, and justifications. In Lesson 10, "Understand the Equal Sign," the materials support educators in guiding students by asking them to share, "How can an equation that has different addends on each side of the equal sign be a true equation?" using the *Student Workbook*. Students will justify their answers and share that the addends make the exact total, and the totals are equal, so the equation is valid.

In Lesson 18, "Understand 10 More and 10 Less," the materials support educators in guiding students to reflect on their problem-solving approaches by explaining and justifying their answers using the Guided Practice provided in the *Teacher Resource Guide* by asking students to think beyond the chart, "If you added another row of numbers to this chart, what number do you think will be below 118? How do you know?" The materials encourage sharing and reflection on problem-solving approaches.

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

Materials include prompts and guidance to support educators in providing explanatory feedback based on student responses and anticipated misconceptions. In Lesson 5, "Subtract to Compare in Word Problems," students solve subtraction problems that involve comparing two quantities. The materials anticipate that students may subtract in the wrong direction or misunderstand the context of the comparison. Teachers are prompted to ask, "How do you know which number to subtract from?" and "Can you explain how the numbers in your drawing match the story problem?"

In Lesson 11, "Understand Sums Greater than 10," students use manipulatives and drawings to explore addition facts that result in sums greater than 10. The materials note that students may struggle to make a group of 10 before adding the remaining part. To address this, teachers are prompted to ask, "Can you make a 10 first?" and "How does making a 10 help you solve the problem?"