Curriculum Associates, LLC

Supplemental English Mathematics, 2

Ready Texas Mathematics, Grade 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9781728022284**	**Print**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	97	0	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 2 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 2 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 2.

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

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

The *Teacher Resource Guide* for grade 2 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 2.

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

Ready Texas Mathematics for grade 2 provides protocols and detailed guidance to support the internalization of units and lessons. 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 2 provides instructional leaders with resources and guidance to support educators implementing the designed materials. In the Online Ready Math Central component, instructional leaders can access resources that include observation planning, learning walk look-fors, and virtual professional learning sessions led by educators.

The online component 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 2 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 2 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 approach with 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 2 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, but 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 2 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 2 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 do include assessments at the end of each student lesson, which are only included in the *Student Worktext*, and these are not digital.

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 2 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.

The materials include instructional assessments that provide scoring information and guidance for interpreting student performance, including rationale for each correct and incorrect response. For example, in Lesson 4, "Understanding Even and Odd Numbers," the materials guide the teacher to instruct students to select a rectangle and place a counter in each box. Ask if the number of counters is an odd or even number, and why. The materials provide a rationale for incorrect answers, discussing why one more counter cannot be placed in the rectangle and prompting students to write an equation that illustrates this.

In grade 2, the materials include instructional assessments and a scoring information guide for interpreting student performance. The materials in Lesson 4, "Understanding Even and Odd Numbers," include a TEKS Practice performance assessment, which provides solutions, explanations, and rationale for the correct answers. For example, on question 1, the solution that is offered to the teacher is that "students should circle 7 groups of 2 hearts, with 1 leftover."

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

The materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. For example, in the grade 2 Online Teacher Toolbox, the Tools for Instruction activity, "Solve Subtraction Word Problems," includes a "Check for Understanding" section that supports teachers in diagnosing student misconceptions when solving subtraction problems within 100.

The materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. For example, in the grade 2 Online Teacher Toolbox, the Tools for

Instruction activity, "Addition/Subtraction Fact Families," includes a "Check for Understanding" section that supports teachers in evaluating whether students can identify all facts in a fact family.

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 2 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, "Compare Greater Numbers," the materials prompt teachers to use a series of "What if?" questions to extend students' thinking when comparing two-digit numbers.

The materials are static and provide prompts to support educators in conducting frequent checks for understanding at key points throughout each lesson or activity. In the *Teacher Resource Guide* for grade 2, Lesson 7, "Understand Greater Numbers," includes a prompt for teachers to use mathematical discourse questions to support or extend student thinking. Example questions include, "Why do you think there is a box around some of the tens?" and "What does it represent?"

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.

The materials include explicit (direct) educator guidance for lessons or activities that are scaffolded for students who have not yet reached proficiency in prerequisite or grade-level concepts and skills. For example, in Lesson 10, "More or Less," the materials provide explicit scaffolding guidance under the "Differentiate Instruction" section. The materials state, "If the error is making an incorrect match of word card with base-ten blocks, the students may not have understood 10 more, 100 more, 10 less, or 100 less correctly."

In grade 2, the materials include explicit educator guidance for lessons or activities that are scaffolded for students who have not yet reached proficiency in prerequisite or grade-level concepts and skills. For example, in grade 2, Lesson 14, "Subtract Three-Digit Numbers," the materials guide teachers to support students' thinking in the lesson through mathematical discourse by guiding the discussion, stating, "How might the Model It strategy help you subtract in your head?" This type of strategy allows students to respond and discuss how to count back hundreds and count back tens to regroup effectively.

Materials include explicit 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, the program overview and components in the *Teacher Resource Guide* indicate that teachers can find activities to address prerequisite skills in the Teacher Toolbox. Within the lessons, prerequisite skills are listed, and the note at the bottom of the Lesson Overview page directs teachers to the digital component. Once in the Online Teacher Toolbox, educators can view each lesson, along with teacher-directed activities that

include exercises to address prerequisite skills. Since teachers have access to grade K–8 activities, they can go back a grade level if necessary to provide a refresher on additional prerequisite skills.

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.

The materials include explicit (direct) 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, "Understand Mental Math Strategies (Fact Families)," the "Vocabulary" section prompts the teacher to introduce and reinforce key academic vocabulary, such as *fact family*. The materials state, "In this lesson, students focus on fact families and the relationship between addition and subtraction. They informally explore addition and subtraction as inverse operations, reinforcing the cumulative nature of addition."

Materials include explicit educator guidance for language supports, including pre-teaching and embedded supports for unfamiliar references within the text. This is done through the English Language Learner (ELL) supports in the grade 2 materials. This support includes providing tangible sentence stems for students to use while matching the sentence to the appropriate model.

In grade 2, the materials include explicit educator guidance for language supports, such as pre-teaching and embedded supports, to develop academic vocabulary and address unfamiliar references in text. For example, in Lesson 21, "Understand Estimating Length," the academic vocabulary that students will learn includes what it means to estimate when measuring. Teachers are guided by pre-teaching supports to develop academic language, as well as support for unfamiliar references in the text, such as using the *Student Worktext* as a guide and discussing how math can be used to make estimates. The materials continue to provide visual representations of measurements and the word *about* when giving examples of estimates of measurements. The materials offer embedded supports for teachers to help ELL students with academic vocabulary and unfamiliar references, such as distinguishing between *exact measurement* and *estimated measurement*.

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.

The 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 Lesson 20, "Understand Measurement with Different Units," the materials provide an enrichment activity in the form of a hands-on activity. The materials state, "Have students measure one connecting cube. Is it longer or shorter than one inch? Next, predict whether more or fewer connecting

cubes than inches will be needed to measure the leaf and the phone shown in Problems 4 and 5. Check your prediction by measuring the leaf and the phone with the connecting cubes ."

In grade 2, materials include explicit educator guidance for extension activities for students who have demonstrated proficiency in grade-level and above-grade-level content and skills. For example, in grade 2 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 21, "Understand Estimating Length," where a Challenge Activity is provided for students who will estimate a familiar distance using the length of a round trip from their home to school. Students are required to include diagrams that explain how the estimates were made.

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 2 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 digital resources from the *Teacher Resource Book*, teacher toolbox, small-group intervention documents, and digital student pages. The materials do not include 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.

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.

The materials include educator guidance on offering options and supports for students to demonstrate understanding of mathematical concepts in various ways. For example, in Lesson 8, "Read and Write Greater Numbers," the materials offer step-by-step guidance for the guided instruction portion of the lesson. The materials include an Error Alert that has teachers check for possible misunderstandings and states, "Watch for students who may have difficulty with the word form. Together list the words for numbers 1–19, for the decade numbers, 20, 30, and so on."

In grade 2, materials include educator guidance on offerings and supports for students to demonstrate understanding of mathematical concepts in various ways, such as performing, expressing, and representing. In Lesson 21, "Understand Estimating Length," the materials in the *Teacher Guide* provide numerous opportunities for hands-on activities that allow students to demonstrate their comprehension of the taught material.

For the materials included in Lesson 23, "Draw and Use Bar Graphs and Picture Graphs," students will create a class graph based on the data they collect about their favorite sports. Students can also express themselves by actively engaging in discussions with peers, prompted by the teacher, who guides the mathematical discourse in each lesson, such as answering the prompted questions, "How are the tally chart and the table alike? How are they different?"

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. In Lesson 2, "Solve One-Step Word Problems," the materials provide clear guidance for educators to activate prior knowledge and build conceptual understanding. The materials provide a step-by-step overview explicitly connecting students' previous experiences with number sentences and joining/separating situations to solving one-step word problems. The materials guide teachers to review related vocabulary, such as *in all*, or *how many are left?* The lesson uses drawings, number sentences, and bar models to represent problems in multiple ways.

The materials in Lesson 5, "Use Arrays," guide teachers to activate prior knowledge by connecting repeated addition to early multiplication concepts. The step-by-step overview guides teachers in reminding students of previously taught material, such as using equal groups, and how this relates to new learning about understanding to build and interpret arrays. The materials guide the teachers to ask, "What do you notice about the rows and columns?" and "How does this help you find the total?"

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

The materials are static and include educator guidance for effective lesson delivery and facilitation using various instructional approaches. In Lesson 13, "Add Three-Digit Numbers," the modeled instruction component includes opportunities for mathematical discourse, hands-on activities, and connections to real-world problems and scenarios, allowing learners to explore mathematical concepts through the modeled instruction.

The materials include educator guidance for effective lesson delivery and facilitation using various instructional approaches. In Lesson 2, "Solve One-Step Word Problems," the step-by-step overview

provides guidance for effective lesson delivery using various instructional approaches. The materials provide direct instruction through the "Teach" section, student discussion in "Try It," and independent practice in the "Practice" section.

In Lesson 5, "Use Arrays" includes teacher guidance that utilizes multiple instructional strategies. The materials provide guidance for visual models that encourage students to explore equal groups using arrays, incorporating hands-on modeling and visual learning.

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

The materials provide multi-tiered interventions that support students through a variety of practice models. The Teacher Overview in the *Teacher Resource Guide* for grade 2 notes, "teacher and student-led small group activities for use with a small group of students or a prerequisite, on-level, or above." The materials list whole-group, small-group, and individualized instruction as options for students when the materials are being used.

In Lesson 9, "Compare Two-Digit Numbers," the materials guide teachers through the "Differentiate Instruction" section. This section provides specific teacher guidance for small-group support, including targeted questioning and manipulatives to scaffold students' understanding of place value and comparison symbols. The lesson also includes opportunities for independent and guided practice, supporting various types of practice structures.

In Lesson 11, "Add Two-Digit Numbers," the materials include differentiation and assessment sections that provide a structured scaffold for students who need additional support with regrouping. The activity consists of teacher prompts for guided small-group instruction, as well as opportunities for individual and partner practice, meeting the expectations for varied practice types and instructional groupings.

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

The materials include enrichment and extension methods that support various forms of engagement, and guidance to support educators in effective implementation. In Lesson 12, "Subtract Two-Digit Numbers," the materials include a Challenge Activity that prompts students to explain how the strategy they used can be applied to a different subtraction problem. The materials instruct the teacher to guide the lesson by stating, "Explain the strategy step-by-step so others can use it. Test the strategy on three or four subtraction problems to make sure it works all the time."

In Lesson 14, "Subtract Three-Digit Numbers," the hands-on activity encourages students to use base-ten blocks and place-value mats to model subtraction with regrouping. The materials also include a "Mathematical Discourse" section that provides structured prompts to facilitate meaningful classroom

discussions, guiding educators to ask higher-order questions such as, "How might the Model It strategy help you subtract in your head?" and "How can you subtract eight from 240 in your head?"

The grade 2 materials include enrichment and extension methods that support various forms of engagement and guidance, enabling educators to implement effective strategies. In Lesson 9 of the grade 2 materials, the Online Teacher Toolbox includes Math Center Activities that are leveled to meet the needs of all students, providing enrichment and extension supports to extend learning and compare greater numbers.

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

The grade 2 materials include prompts and guidance to support educators in providing timely feedback during lesson delivery. In grade 2, Lesson 7, "Understand Greater Numbers," the Independent Practice allows teachers to offer advice and feedback to encourage students to use quick drawing to represent hundreds, tens, and ones, even though it is not strictly necessary. The *Teacher Resource Guide* prompts teachers to encourage students to focus on the tasks rather than on artistic drawing.

The Lesson Overviews include instructional strategies that are embedded into the resources page of the grade 2 materials, and it is noted, "as part of scaffolded instruction, students receive immediate feedback on their answer choices and the reasoning behind correct and incorrect choices."

In the grade 2 materials, Lesson 5, "Using Arrays," guides teachers to use the mathematical discourse questions as a way to provide timely feedback for students and support their mastery if they need reinforcement with using the strategy of repeated addition.

3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	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 2 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 ELPS and do not identify varying levels of language proficiency.

In Lesson 1, "Understand Mental Math Strategies," the materials include linguistic accommodations. 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 guide to "introduce vocabulary such as 'add' and 'subtract'" using gestures and repeated teacher modeling. The students will also match number sentences to fact family triangles with the support of a structured teacher. The students are also encouraged to practice academic language with sentence frames such as

"If I know, then I know," and then to explain their reasoning. 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.

In Lesson 2, "Solve One-Step Word Problems," the materials include ELL support. 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 guide the teachers with guidance that "some students may struggle comprehending the language used in a word problem. You may want to pair an English language learner with a proficient reader to complete this task and the ones that follow." 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 2 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 1, "Understand Mental Math Strategies (Fact Families)," the materials guide educators to model and reinforce key terms, such as *addition*, *subtraction*, and *fact family*. The materials also guide teachers in modeling sentences for students to repeat, and connect each number sentence to a visual triangle representation.

In Lesson 3, "Understand Mental Math Strategies (Make a Ten)," the materials provide ELL support for teachers. The materials guide the teacher to, "during whole group discussions or when giving oral directions, assist students by either writing the given numbers on the board or repeating the numbers in the students' native language."

In grade 2, Lesson 14, "Subtract Three-Digit Numbers," the *Teacher Resource Guide* provides embedded guidance for teachers to support bilingual students in developing linguistic skills when learning the term *regroup*, which may not be familiar when adding three-digit numbers. The materials also connect the terms *compose* and *decompose* to build upon background knowledge and increase comprehension that the terms can also mean "putting blocks together to make a larger block or breaking a block into smaller parts" when adding and needing to regroup.

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.

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 5, "Using Arrays," the materials provide a hands-on activity. The materials guide the teacher to "use a variety of classroom objects," and ask students to replicate the array of 12 dots. Students may use connecting cubes, counters, tiles, and other similar materials. Discuss how all of these arrays are alike.

In grade 2, Lesson 10, "More or Less," the materials provide TEKS Practice instructional assessments that focus on finding 10 more using base-ten blocks, utilizing multiple modalities such as base-ten blocks, place-value charts, standard form, and word form.

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.

The materials include questions and tasks, including enrichment and extension materials, that increase rigor and complexity, leading to grade-level and above-grade-level proficiency in the mathematics TEKS. For example, in Lesson 23, "Draw and Use Bar Graphs and Picture Graphs," the materials include a Challenge Activity that guides teachers to lead their students in an open-ended graphing and reasoning task. Students are asked to collect and analyze real-world data, create a graphical representation, and formulate questions based on the results, promoting flexible thinking, data interpretation, and communication of mathematical reasoning.

Opportunities to exceed grade-level proficiency in the mathematics TEKS are presented in the Challenge Activities. Students are asked, "How many eighths are equal to one-half?" This prepares them for the work they will do in grade 3, as they will compare and determine equivalent fractions.

In the grade 2 *Teacher Resource Guide*, lessons provide an opportunity for an on-level activity where students use place-value mats and manipulatives to represent a number. There is then an extension or challenge for the student.

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.

In grade 2, 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.

In grade 2, 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. This can be seen in the overview and TEKS correlation chart, specifically in Lesson 11, "Add Two-Digit Numbers," of the grade 2 materials, where students add up to four two-digit numbers and subtract two-digit numbers using mental strategies.

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 demonstrate coherence vertically across concepts and grade bands, including connections from grade K–6, by connecting patterns, big ideas, and relationships. On page 1, the unit overview illustrates how the lessons in unit 1, grade 2 connect to lessons in vertical grades.

Materials demonstrate coherence vertically across concepts and grade bands, including connections from grade K–6, by connecting patterns, big ideas, and relationships. In the *Teacher Resource Guide*, there is a description of how each lesson contains a learning progression section. It is explained as follows: "The learning progression helps teachers see the standards context, how the standards build on prior knowledge, particularly from the previous grade, and how it leads to the expectation for the next year."

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.

The 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. For example, "The Learning Progression" explains that in grade 1, students explore place value and "add two-digit numbers with and without composing a ten." This lesson builds directly on that foundation by having students "add two-digit numbers with regrouping a ten" and "break apart numbers to add place values and record the addition of partial addends." The materials also explain that "The lesson leads into grade 3 expectations, where students gain fluency with addition and subtraction of numbers within 1,000" and apply place-value concepts to multiplication.

The materials include Lesson Overviews, as each lesson describes connections in the procedures students are working on for the current lesson, as well as the lessons students 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.

The materials provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways. For example, in Lesson 15, "Add Several Two-Digit Numbers," the materials prompt students to apply known strategies such as "breaking apart numbers, using place value, and adding partial sums," as they add multiple two-digit numbers. The materials also guide students to "look for ways to make a ten or a hundred," which connects to earlier lessons and grade-level expectations around composing and decomposing numbers. These strategies revisit and reinforce foundational skills while preparing students for future work with more complex multi-digit operations.

In grade 2, the materials provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways. For example, in Lesson 4, "Understand Even and Odd Numbers," students are expected to know their doubles facts up to 20, skip-count by 2s, and understand the concept of equal groups. These skill sets have been previously taught, and the materials will provide opportunities to practice them in grade 2, Lesson 4 when learning to understand even and odd numbers.

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

The materials provide interleaved practice opportunities with previously learned skills and concepts across learning pathways. For example, in Lesson 17, "Points on a Number Line," students apply multiple skills such as identifying numbers, comparing number sets, and counting forward and backward on number lines. The materials engage students with tasks like: "Start at point C. Fill in the missing numbers on the number line. Draw jumps to point D. Count the number of units," and "Which point shows the number 75?" These tasks require students to alternate between locating numbers, estimating distances, and using directional language, such as *before*, *after*, and *between*, promoting flexible thinking through mixed practice.

The materials provide interleaved practice opportunities with previously learned skills and concepts across learning pathways. For example, in the "Guided Practice" and "Independent Practice" sections, students use number lines to not only identify and label numbers but also solve addition and subtraction problems by modeling jumps forward and backward. These tasks integrate prior knowledge of place

value, mental math strategies, and comparison of numbers, requiring students to switch between locating numbers, performing operations, and reasoning about distance—all within the same activity.

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 include questions and tasks that require students to interpret, analyze, and evaluate models and representations for mathematical concepts and situations. For example, in Lesson 8, "Read and Write Greater Numbers," the "Guided Practice" section prompts students to, "Use base-ten blocks to model the number. Ask: 'What number did you make? Can you write that number in standard form? In expanded form? In word form?' Then draw a picture of your base-ten blocks."

In grade 2, the materials include questions and tasks that provide students with opportunities to evaluate models and representations of mathematical concepts and situations. In Lesson 13, "Add Three-Digit Numbers," the materials provide the teacher with direct guidance on having students examine the "Model It" sections and ask what they notice about the sums of the tens and ones. Evaluating the models and representations gives the students a chance to explain each row and see that the sums are the same, which leads to a prompted discussion of the mathematical discourse questions to ensure students notice the regrouping that occurs.

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 *Teacher Guide* overview, the Cognitive Rigor Matrix explains how rigor is used throughout the materials. Webb and Bloom are both followed, which exposes students to interpreting, analyzing, and evaluating throughout every lesson.

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 hands-on activity of Lesson 2, "Solve One-Step Word Problems," students use physical models to understand visual models. The task includes having students "using counters to model each situation, moving them as needed to show or find the unknown."

The materials include questions and tasks that require students to create pictorial representations of mathematical situations. In the "Model It" section of Lesson 2, students are tasked with completing an activity where they "use a tape diagram to represent words" and draw a picture to represent a number sentence.

In grade 2, the materials have questions and tasks that provide opportunities for students to create concrete models and pictorial representations to represent mathematical situations. For example, in grade 2, Lesson 33, "Having a Bank Account," the materials offer a hands-on activity that requires students to use base-ten blocks to create concrete models of how much money they have to spend. The students will use the pictorial representations in the *Student Workbook* to complete the Explore It questions and tasks, utilizing the base-ten blocks to further their mathematical thinking through physical representations.

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

In grade 2, the materials have questions and tasks that provide opportunities for students to apply conceptual understanding to new problem situations and contexts. In grade 2, Lesson 32, "Parts and Wholes," the materials offer opportunities for students to explore equal parts of a whole and identify the number of parts in halves, fourths, and eighths. Teachers are prompted to review and discuss previous academic vocabulary, such as parts that are in halves, fourths, and eighths. Students will be able to apply this conceptual understanding throughout Lesson 32 by ensuring that learning is not just about memorization but about developing a foundation for real-world application and higher-order thinking, for example, comparing fractions to pieces of pizza. This guidance supports students in transferring their mathematical knowledge to unfamiliar problems, deepening their understanding and problem-solving abilities.

Questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts. In Lesson 7, "Understand Greater Numbers," conceptual understanding of place value from first grade is used to introduce understanding of greater numbers. Students apply this understanding to new concepts, recognizing that a digit is used to indicate the number of groups of objects within a number.

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. In Lesson 10, "Find 10 More Using Base-Ten Blocks," the materials provide tasks that build student fluency and automaticity with place-value concepts by guiding students to find 10 more than a given number using base-ten blocks. The materials include a hands-on activity, where students repeatedly add a ten rod to two-digit numbers.

For example, in Lesson 13, "Explore Addition with Three-Digit Numbers," the materials support the development of student fluency and automaticity by providing structured opportunities to practice adding three-digit numbers using place-value understanding. The materials guide students in using base-ten blocks and number lines to model problems, such as 124 + 215.

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 11, "Add Two-Digit Numbers," the materials support strategic tool use by prompting students to use base-ten blocks and place-value charts to model two-digit addition with regrouping. The materials include a hands-on activity that explicitly encourages students to explain why they chose a specific model to solve the addition problem.

In Lesson 14, "Explore Three-Digit Subtraction," the materials include guidance for students to use number lines, base-ten blocks, and quick picture drawings to model and solve subtraction problems involving regrouping.

The materials also include "Model It" and "Connect It" sections that show multiple strategies and explicitly invite students to compare tools and representations.

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 throughout learning pathways. In Lesson 13, "Add Three-Digit Numbers," students evaluate models of addition for accuracy and efficiency. Students are asked to evaluate the first model to determine efficiency and are guided to see that regrouping is needed. Students then evaluate the second and third models and explain each row in detail. This leads to the "Mathematical Discourse" discussing how effective the strategy is.

In Lesson 14, "Subtract Three-Digit Numbers," Guided and Modeled Instruction, students are allowed to evaluate flexible ways of solving subtraction, including regrouping or subtraction of hundreds, tens, and ones. They are then asked to evaluate their solutions to ensure they make sense in the context of the problem.

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

Materials contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems. In Lesson 12, "Subtract Two-Digit Numbers," of the guided instruction, students are practicing subtraction. Base-ten blocks are used to model subtraction with regrouping in the lesson. A number line visual is provided as another way to explore the concept. The materials state, "remind students they may use any strategy they prefer ."

In Lesson 13, "Add Three-Digit Numbers," the step-by-step instruction details the multiple approaches to solving a problem. The materials include guidance for educators that supports students progressing to the most efficient solving strategies. The guidance consists of solving using base-ten blocks and number lines to support students. The materials note that students should use the break-apart or expanded form and relate it to the vertical form.

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 state how the conceptual and procedural emphasis of the TEKS is addressed. In Lesson 5, "Using Arrays," the "Mathematical Discourse" section explains the conceptual goal of helping students understand how arrays represent repeated addition. The materials state, "share your story problem about the apples with a friend. How are your story problems alike? How are they different? Each story problem is about six groups of apples, two apples in each group." The lesson guides students in drawing and labeling arrays through hands-on activities and workbook activities.

In grade 2, Lesson 9, "Compare Greater Numbers," the materials provide teachers with lessons on how students are to compare three-digit and four-digit numbers through picture models, charts, and comparisons involving numbers to expand their understanding of more complex numbers. The materials Lesson Overview highlights students applying a variety of settings to extend the concept of numbers beyond physical quantity, yet modeling and comparing them in the same way, involving inequalities by using comparison with appropriate symbols to emphasize procedural fluency.

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

The 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 Lesson 5, "Using Arrays," the materials guide students to use counters and linking cubes to build arrays, helping them physically model equal groups. The materials guide the teachers in having students draw and label arrays to represent multiplication concepts.

In Lesson 9, "Compare Greater Numbers," questions and tasks provide opportunities for students to use concrete models, pictorial representations, and abstract models as required by the TEKS. For example, the materials guide teachers to help students use base-ten blocks to build and compare two-digit numbers, as well as to create a physical representation of tens and ones using base-ten blocks or linking cubes. The materials guide students to "draw quick pictures, like lines for tens and dots for ones, to visually compare place value quantities."

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 6, "Equal Groups," the materials instruct students to begin by using counters or two-color tiles to model double facts and then connect those models to equations. The materials guide teachers in modeling for students to create their equal groups by drawing additional models and writing equations. The students practice in their *Student Workbook* by filling in and orally reading sentence frames.

In Lesson 10, "More or Less," the materials guide students in comparing numbers using base-ten blocks and simple pictures. The materials guide the teacher in teaching students their own set of numbers and modeling them with drawings before writing number sentences. The students complete the lesson by filling in the blanks of number sentences in the *Student Worktext* for grade 2.

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. For example, in Lesson 1, "Understand Mental Math Strategies (Fact Families)," the materials offer mathematical discourse that helps students develop academic mathematical language. The materials state, "How do you subtract 3 from 12 in your head? Possible responses: I use my fingers; I count back; I count on."

The materials provide opportunities for students to develop academic mathematical language using visuals, manipulatives, or other language development strategies. For example, in Lesson 2, "Solve One-Step Word Problems," the materials provide opportunities for students to develop academic mathematical language through mathematical discourse. The materials state, "Did you use addition or subtraction to solve the problem? Why? Students' responses should indicate an understanding that either operation or any of the four equations in the fact family can be used. Discuss the strategies they used to find the value of the ? in the problem."

The grade 2 materials provide opportunities for students to develop academic mathematical language through the use of visuals, manipulatives, or other language development strategies. For example, in grade 2, Lesson 3, the materials provide opportunities for students to use visual representations of number bonds in their *Student Workbook*, as well as using connecting cubes to understand how to make the sum of 10. Students are to find all the combinations of one-digit whole numbers that have a sum of 10. The grade 2 materials offer opportunities for students to develop academic mathematical language through the use of visuals, manipulatives, or other language development strategies.

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. Students are provided an

opportunity for scaffolded use of academic vocabulary in the remediation of Lesson 5, "Using Arrays." The differentiated support states, "After providing remediation, check students' understanding by posing the following problem: There are eight juice boxes in a package. There are two rows of boxes. How many in each row? Ask students to explain how they found the total number in each row."

In the grade 2 materials, Lesson 5, "Using Arrays," students have the option to complete a Challenge Activity. The activity involves students using 20 counters and arranging them in groups of two, three, and five counters in separate arrays. Students discuss what the pattern is for these numbers and find other ways to replicate the pattern, which show prime numbers.

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

The grade 2 materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse. For example, in grade 2, Lesson 10, "More or Less," the materials include embedded guidance and support through mathematical discourse, allowing students to engage in a guided discussion to support their application of appropriate mathematical language and use place value to find the number that is 10 more or 100 more than a given number up to 1,200. The materials include guidance for teachers to ask prompting questions for discussion, such as, "Why does the digit in the tens place change, and not the digit in the hundreds place?"

In grade 2, Lesson 14, "Subtract Three-Digit Numbers," the materials include embedded guidance and support through mathematical discourse, allowing students to engage in a guided discussion to support their application of appropriate mathematical language and explore subtraction as a process of taking away or counting on. The materials include guidance for teachers to ask prompting questions for discussion, such as, "How is subtracting three-digit numbers like subtracting two-digit numbers? How is it different?"

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

Materials include embedded guidance to facilitate mathematical conversations, allowing students to hear math language with peers. This is done through the hands-on activity in Lesson 18, "Understand Length and Measurement Tools," where students play a word game using a number line. The students engage in discourse using the words *right*, *left*, *before*, *after*, and *between* with other students as they play the game.

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

In Lesson 17, "Points on a Number Line," under the guided instruction, students engage in a hands-on activity to play a word game using a number line. The activity provides an opportunity for teachers to

refine language by stating, "continue the activity until students can comfortably use the words to locate and name numbers or points on a number line ."

In Lesson 6, "Equal Groups," materials include a step-by-step learning process for students. The materials state, "Discuss the array of apples. Ask: How many columns are there? (4) How many rows? (2). In the first Model It, invite volunteers to find another way that the model could be separated into equal groups. (Students will respond by: You can make two rows of four apples to make equal groups.)"

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 9, "Compare Greater Numbers," the materials include embedded guidance to anticipate a variety of students' answers. The materials state, "Ask students to describe Bart's faculty reasoning using what they have learned about comparing numbers. Encourage students to use precise mathematical language. Error Alert: Watch for students who may invert the 1 and 6 in one of the numbers, seeing the numbers as equal."

In Lesson 10, "More or Less," the materials include embedded guidance to anticipate a variety of student answers. The materials state, "Encourage students to choose a method to use to solve Problem 6. Display a list of some options, such as using base-ten blocks, drawing pictures of blocks, using place-value charts, skip-counting, and mental math. Error Alert: Students who find 346 as 10 more than 246 may have confused '100 more' with '10 more'. You may wish to have them use base-ten blocks and compare a tens block with a hundreds block and tell which block to use to show 10 more."

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 2 materials include the TEKS process standards, which are integrated appropriately into the materials. For example, in grade 2, Lesson 7, "Understand Greater Numbers," 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 encourage students to analyze a hundred chart for skip-counting and identifying groups of tens, allowing students to see patterns and relationships using the *Student Workbook*. This emphasizes the TEKS process standard 2.1.F, which states, "analyze mathematical relationships to connect mathematical ideas."

TEKS process standards are integrated appropriately into the materials. Under the "Answering the Demands of the TEKS with Ready Mathematics" section of the resource overview, the materials state, "The Mathematical Process Standards (MPS) must support content standards and be integrated into instruction. The content standards must be taught through intentional, appropriate use of the process standards."

TEKS process standards are integrated appropriately into the materials. At the beginning of each lesson, the TEKS objectives, vocabulary, learning progression, and MPS are listed. In Lesson 14, "Subtract Three-Digit Numbers," MPS are listed as: 2.1A, 2.1B, 2.1D, 2.1E, 2.1F, 2.1G.

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. For example, in the "Supporting Research" section of the *Teacher Resource Guide*, the materials provide examples of the resources used and illustrate how they are incorporated into the lessons 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."

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 2 materials include an overview of the TEKS process standards incorporated into each lesson. In grade 2, Lesson 9, "Compare Greater Numbers," the process standards are listed in the Lesson Overview under the TEKS Focus. The materials include embedded MPS Tips for teachers to refer to for alignment. The clarity of the grade 2 materials supports consistency in instruction, ensuring that students engage with process standards throughout their learning journey.

In grade 2, Lesson 14, "Subtract Three-Digit Numbers," the process standards are listed in the Lesson Overview under the TEKS Focus. The materials in the lesson state, "Ask them what the calculation would be in the second model if you forgot to record the regrouped ten. Ask if the answer makes sense and explain why." The materials reference the TEKS process standard 2.1C.

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 5, "Using Arrays," students use arrays to represent repeated addition. The materials direct students to build and draw arrays using counters and to describe the number of rows, columns, and total objects. Students are prompted to explain how their arrays represent addition and to write matching equations. The teacher is guided to ask, "How does the array show repeated addition?" and "Can you explain how you counted the objects?"

In Lesson 10, "More or Less," students use place-value blocks and number lines to represent changes, then explain how they know their answer is correct. The materials include questions such as, "What strategy did you use to find ten less?" and "How did the place value blocks help you decide your answer?"

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

The grade 2 materials support students in understanding and explaining that there can be multiple ways to solve problems and complete tasks. In Lesson 7, "Understand Greater Numbers," students use various methods to identify and understand three-digit and four-digit numbers. They use base-ten blocks, charts, pictures, and equations to demonstrate their understanding. Teachers are directed to encourage students to explain their answers to peers to demonstrate their understanding of larger numbers. The materials include opportunities for students to develop greater flexibility in their thinking and deeper conceptual understanding.

In Lesson 7, "Understand Greater Numbers," 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 various 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 discuss math with peers through "Talk About It" activities. These instructional strategies include "collaborative learning where students work together in pairs or small groups to attain their individual goals." The "Talk About It" strategies are embedded throughout the materials. The materials state, "Talk About It leads students through discussions of key ideas."

In Lesson 10, "More or Less," students solve problems involving one more, one less, 10 more, and 10 less using number lines and place-value blocks. They write their answers and explain how they determined them using different tools. The teacher prompts the students to ask, "Can you explain your answer to your partner?" and "How did you decide which strategy to use?"

In Lesson 5, "Using Arrays," students use counters to build arrays and draw them in their workbooks. They write repeated addition equations to match each array and are prompted to explain their reasoning behind these representations. The materials include questions such as, "How did you build your array?" and "Can you describe your array to your partner?" These tasks provide students with opportunities to do math by constructing models, write about math by recording equations, and discuss math through peer explanation and structured dialogue.

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.

Materials support educators in guiding students to share and reflect on their problem-solving approaches, including explanation, arguments, and justifications. In Lesson 5, "Using Arrays," students create and draw arrays to model repeated addition. The materials prompt students to describe how they organized the counters and justify the repeated addition equation that matches their model. Teachers ask, "How do you know your equation matches the array?" and "Did someone build a different array for the same number?"

In Lesson 10, "More or Less," students solve problems using place-value understanding to find one more, one less, 10 more, and 10 less. The teacher is guided to prompt student thinking with questions like, "What tool did you use to help you solve this?" and "Can you explain how you know your answer is correct?"

In Lesson 13, "Add Three-Digit Numbers," students add three-digit numbers using different strategies such as base-ten blocks, place-value charts, or the standard algorithm. The materials ask students to explain the method they used and why, and to compare their strategy with those of others. Teachers are prompted to ask, "Why did you choose this method?" and "Can you explain your steps to your partner?"

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

The grade 2 materials include prompts and guidance to support educators in providing explanatory feedback based on student responses and anticipated misconceptions. For example, in grade 2, Lesson 13, "Add Three-Digit Numbers," the guided instructional materials prompt and guide teachers to provide feedback on anticipated misconceptions in student responses. The materials instruct the teacher to watch for students who do not correctly regroup the 10s from the sum of the ones. The materials support teachers to provide explanatory feedback based on students' responses and anticipated misconceptions.

In grade 2, Lesson 15, "Add Several Two-Digit Numbers," the *Teacher Resource Guide* includes prompts and guidance to support educators by providing solutions, answers, and feedback suggestions for anticipated student misconceptions during guided practice. For example, one of the directed prompts

included for teachers is to explain to students why the other two choices are incorrect, including writing out the proper equations for the correct answer. The materials provide educators with guidance that addresses misunderstandings in real time, reinforcing accurate reasoning while helping students learn to view mistakes as opportunities for learning rather than errors to correct.