Curriculum Associates, LLC

Supplemental English Mathematics, 3
Ready Texas Mathematics, Grade 3

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9781728022291**	**Print**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	47	0	Flags Not in Report	Flags in Report	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	4
Category 6: Promoting Sexual Risk Avoidance	0

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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 include ELPS guides for educators.	4/5
1.1b	All criteria for guidance met.	3/3
1.1c	The materials do not include guidance for selecting instructional entry points based on diagnostic assessment data, and do not provide diagnostic tools or recommendations that connect student performance to lesson-starting points.	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 grade 3 materials include comprehensive alignment guides that address the Texas Essential Knowledge and Skills (TEKS) with concepts covered throughout the year. The TEKS alignment is clearly presented in a correlation guide that outlines how each standard is addressed within the instructional content. The *Teacher Guide* features a comprehensive scope and sequence that spans the entire school year, with each unit organized to reflect a logical progression of TEKS-aligned mathematical concepts.

The concepts covered are organized in a coherent scope and sequence found in the *Teacher Guide*, with unit overviews that clearly define essential mathematical ideas. Lessons are structured sequentially to support the development of understanding over time—for example, beginning with place value and progressing to rounding, addition, multiplication, and division.

The materials provide a clear rationale for learning paths across grade levels through vertical alignment documents found at the beginning of each unit and throughout lesson sections, particularly in Guided Instruction and Scaffolded Questions. These guides illustrate how key concepts build from one grade to the next, such as the progression of estimating sums and differences from grade 2 through grade 4. Furthermore, the same alignment documents support horizontal alignment within grade 3 by showing how related skills are reinforced across different units. However, *Ready Texas Mathematics* for grade 3 did

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not receive full credit due to the absence of English Language Proficiency Standards (ELPS) in the materials.

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 grade 3 materials include a detailed "Implementation Guide" found in the "What's in Mathematics Instruction" section of the *Teacher Edition*, which outlines lesson progression, objectives, prerequisite skills, vocabulary, and pacing recommendations to support effective planning and delivery.

The *Teacher Guide* provides just-in-time resources and teaching tips at the lesson level, such as using manipulatives to build concrete understanding and addressing common misconceptions with prerequisite lessons, enabling educators to adapt instruction to diverse student needs.

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

Ready Texas Mathematics grade 3 materials include a comprehensive *TEKS Correlation Guide* that maps each standard to specific lessons and activities within the curriculum, along with depth of knowledge (DOK) levels to help educators understand the cognitive demands of instructional tasks. This guide, located in the "Overview" section of the *Teacher Edition* workbook and at the start of each unit, outlines prerequisite skills to support instruction.

The *Teacher Edition* offers general differentiation strategies. The materials do not include diagnostic assessments or provide guidance for selecting instructional entry points based on diagnostic data. Skill entry points are shown only by grade level and TEKS, rather than by student performance levels.

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

Ready Texas Mathematics grade 3 materials include protocols and guidance to support both unit and lesson internalization. In grade 3, Unit 1, the *Teacher Guide* offers a detailed unit overview outlining core mathematical concepts, TEKS alignment, pacing recommendations, essential vocabulary, prerequisite knowledge, and learning progressions to help teachers fully internalize the unit's structure and goals before instruction.

Ready Central provides instructional planning documents, such as the "Unit Preparation Template" and the "Lesson Prep Guide Graphic Organizer," which assist teachers in unpacking and preparing for lessons. The materials include models, progressions, and teaching tips that deepen understanding.

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

Ready Texas Mathematics grade 3 materials include comprehensive resources and guidance designed specifically for instructional leaders to support educators in implementing the curriculum as intended. The Ready Central site offers videos, recommended professional development structures, classroom look-fors, and leadership actions aligned with lesson design to help build teacher capacity and ensure fidelity of use.

The Leadership Resources tab provides planning templates, pacing tools, and reflective questions for use during lesson planning and classroom observations, promoting consistent, high-quality instruction across classrooms. The online platform also features a wealth of articles under "Success Central," covering topics such as effective material use, pacing strategies, and the Try-Discuss-Connect framework.

Further support is provided through the Teacher Toolbox, which includes training videos, planning tools, implementation tips, and discourse strategies. Instructional leaders are also guided in fostering classroom routines through the Think-Share-Compare routine, enhancing educator practices and student engagement.

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1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	The materials do not include ELPS guides for educators that are required by the rubric.	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 grade 3 *Teacher Edition* includes detailed, structured lesson plans for daily instruction with clearly stated learning objectives aligned to the TEKS. Each lesson outlines specific components such as Teacher-Led Instruction (Model it), Guided Practice, and Independent Practice, along with suggested time frames to support effective pacing.

Teacher materials include guidance on when and how to use student materials, and checks for understanding are embedded to promote academic language and discourse through various group formats. The materials do not feature detailed *Pacing Guides*, lesson components, or assessments that correlate to 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 grade 3 materials provide Spanish versions of the *Student Workbook*, giving Spanish-speaking students access to lesson content and practice. However, the static materials do not include family-facing resources in either Spanish or English for each unit, such as guardian letters, unit summaries, home activities, or suggestions for supporting student learning at home.

There is no embedded guidance for families in either language on how to reinforce academic progress outside the classroom.

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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 digital assessments with printable versions or accommodations, such as text-to-speech, content and language supports, or calculators that educators can enable or disable for individual students.	Not Scored
2.1d	The materials do not include TEKS-aligned diagnostic assessments with varying levels of complexity, or interactive item types.	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 grade 3 materials meet the criteria by including both the definition and intended purpose for the types of instructional assessments. The *Teacher Edition* describes assessment formats such as TEKS Practice and Differentiated Instruction, defining how they integrate and extend key concepts and skills.

Materials also embed formative assessments within each lesson, clearly identifying their intended purpose: to check for understanding, identify misconceptions, and adjust instruction accordingly. TEKS Practice pages include At a Glance notes describing how tasks are aligned to TEKS and simulate test-like items.

Differentiated Instruction pages offer specific sample questions and teacher guidance for analyzing student responses and providing targeted remediation. Structured routines such as Think-Share-Compare are defined with clear purpose statements about when and why to use them, reinforcing their instructional role in promoting student learning.

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

Ready Texas Mathematics grade 3 materials meet the criteria by providing guidance to ensure consistent and accurate administration of instructional assessments. Each lesson includes tools such as time allotments, answer keys, and scoring rubrics to support uniform assessment delivery.

The *Teacher Guide* specifies a recommended 60-minute structure for guided and independent practice, and the "TEKS Practice" section includes item-specific DOK levels and instructional notes in the "At a Glance" section. Answer keys include rationales and sample solutions to support accurate scoring.

The Differentiated Instruction section offers error analysis charts with remediation strategies, reinforcing accurate interpretation of student responses.

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.

Materials do not meet the criteria for digital assessments with accommodations. Digital assessments are not part of the Ready Mathematics curriculum. The materials allow practice assessments to be uploaded to Google Classroom, but accommodations cannot be assigned.

Printable assessment resources are available, including "Lesson Practice" sections and unit assessments in print, accessible via online PDFs. *Ready Texas Mathematics* is a static, print-based program and does not include digital assessments with customizable accommodations.

Materials do not provide features such as text-to-speech, toggleable content or language supports, or embedded calculators. Students can access all pages through Google Classroom, which contains a selection button for text-to-speech, but this feature is part of the platform, not the materials themselves.

The *Teacher Edition* offers guidance for accommodating students on printed assessments. The online portion includes assessments, but details about accommodations within these assessments cannot be quantified.

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

Materials do not meet the criteria for diagnostic assessments with TEKS-aligned tasks or questions. Materials include TEKS Practice assessments with different item types and varying DOK levels, but these do not include interactive or adaptive components. The product is static and does not contain printed or online diagnostic assessments.

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 grade 3 materials meet all criteria for formative assessments with TEKS-aligned tasks or questions. The materials include a variety of formative assessments demonstrating varying levels of complexity, with more than two levels of complexity represented from DOK 1 through DOK 3 in the "TEKS Practice" sections.

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Each lesson contains multiple formative assessments aligned to the TEKS, such as TEKS Practice and Differentiated Instruction Assessment and Remediation. Grade 3 examples include Unit 3, Lesson 12, where TEKS Practice items range from multiple-choice recall questions (DOK 1) to open-ended questions requiring explanation and justification (DOK 2–3), supporting higher-level thinking. Each lesson integrates formative assessment tools aligned with the TEKS through Guided Instruction, Differentiated Instruction Assessment and Remediation, and end-of-unit TEKS Practice.

The materials include interactive item types in the provided formative assessments. Each assessment contains two or more interactive item type questions or tasks. For example, the grade 3 *Teacher Edition* Lesson 26 contains a variety of question types. It contains multiple-choice, true or false, fill-in-the-blank, and short-answer questions, as well as Part A and Part B questions.

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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 a tool for teachers to track student progress.	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.

Materials meet the criteria for instructional assessments by including scoring information and guidance for interpreting student performance. Each TEKS Practice item includes solutions and scoring rubrics, and the "Assessment and Remediation" section provides structured tools for evaluating student understanding.

Materials also include rubrics for performance tasks and remediation tables that align common errors with student misconceptions and recommended instructional responses. Rationales for each correct and incorrect response are provided and often model how students should approach solving the problem.

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

Materials meet the criteria through the "Assessment and Remediation" section found at the end of each lesson, which offers teachers targeted remediation guidance based on common student errors. Each section includes a closure question and a chart identifying specific misconceptions, explanations for errors, and aligned instructional responses.

Challenge Activities are provided for students demonstrating mastery. The Teacher Toolbox includes a resource titled "Facilitating Small Group Instruction" that supports data-driven decisions by instructing teachers to use a variety of assessment sources, including prerequisite reports, lesson quizzes, unit assessments, and Quick Checks, to identify trends in student understanding.

Teachers are directed to select from a wide range of instructional resources, such as Modeled and Guided Instruction, Tools for Instruction, Math Center Activities, and unit games.

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Embedded supports, such as Error Alerts, Hands-On Activities, Challenge Activities, Concept Extensions, and suggestions for grade-level prerequisite lessons, further assist teachers in tailoring tasks to observed student performance patterns.

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

With the addition of a *Ready Texas Mathematics* grade 3 Unit Self-check Chart, students will be able to track and monitor learning progress throughout each unit.

Students can use *Daily Learning Reflection* guides to record learning acquired and questions. Materials also encourage teachers to have students self-monitor their learning throughout the unit.

Teachers are guided through the "Facilitating Small Group Instruction" resource to use data from prerequisite reports, informal observations, Quick Checks, Think-Pair-Compare routines, and student work to monitor progress and form small groups. These data points support evaluating mastery and instructional decisions.

Formative assessments, Solutions and Explanations with Error Alerts, and Assessment and Remediation charts offer ongoing opportunities to assess mastery and address misconceptions.

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.

Materials meet the criteria by providing explicit (direct) prompts and detailed guidance for educators to conduct frequent checks for understanding at key points throughout each lesson or activity. The *Teacher Edition* includes embedded questions in margin notes and Mathematical Discourse boxes during modeled instruction, encouraging teachers to pause and ask students to explain their thinking. The *Teacher Guide* supports educators in responding to student misunderstandings through reteaching strategies, use of manipulatives, and targeted practice or Challenge Activities. Lessons offer step-by-step instructions with guiding questions across discussion topics, real-world connections, and practice problems that progress from modeled to independent work.

The Teacher Toolbox supplements this with resources for small-group instruction and differentiated interventions. Examples include grade 3 lessons prompting teachers to clarify concepts and use Error Alerts to identify and address common errors. Overall, the resource consistently integrates prompts and guidance to support ongoing formative assessments and responsive instruction.

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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.

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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 and activities scaffolded for students who have not yet reached proficiency in prerequisite or grade-level concepts and skills.

The *Teacher Edition* includes a "Differentiated Instruction" section and Intervention Activities within each lesson that provide concrete tools, modeling strategies, and visual representations to support conceptual understanding. The Teacher Toolbox offers "Facilitating Small Group Instruction" resources with clear, data-driven steps for grouping and intervention, along with Tools for Instruction that deliver targeted strategies for addressing specific learning gaps.

Prerequisite Ready Lessons offer detailed learning progressions, educator prompts, and hands-on tasks such as modeling place value using base-ten blocks. These supports are aligned to each lesson, and an online Prerequisites Report guides teachers in identifying necessary prerequisite skills and corresponding remediation content. Misconception Alerts embedded throughout lessons offer further scaffolding by addressing common student misunderstandings.

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.

Materials include embedded educator guidance for developing academic vocabulary and unfamiliar references in text but do not include pre-teaching supports. Each lesson begins with a vocabulary list and

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student-friendly definitions, and academic language is reinforced through teacher prompts, discourse routines, and modeling activities, such as guiding students to use the terms *numerator* and *denominator* during fraction lessons in grade 3.

Embedded supports for unfamiliar references are found in ELL Support boxes, which use visuals, structured prompts, and connections to prior knowledge to clarify meaning, such as prompting students to connect the term *unit* with their experience using base-ten blocks.

Vocabulary terms are introduced at the beginning of each lesson, and the materials provide explicit educator guidance for pre-teaching academic vocabulary or unfamiliar references before instruction begins.

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.

Materials include explicit (direct) educator guidance for enrichment and extension activities designed to support students who have demonstrated proficiency in both grade-level and above-grade-level content and skills. Each lesson contains a Challenge Activity intended to deepen students' understanding and provide rigorous, engaging tasks; for example, students are asked to work collaboratively to create area-model division problems that require multistep reasoning.

Differentiated Instruction pages include detailed instructions for implementing these enrichment activities, emphasizing creative problem-solving and extended reasoning beyond the core content.

Concept Extension boxes and Enrichment Activities appear throughout the lessons to scaffold higher-level thinking and application. For instance, the "Party Bags" activity in grade 3 encourages students to find multiple-equation solutions, promoting flexible thinking and synthesis of concepts. The materials also feature "Student-Led Activities" targeting below-, on-, and above-grade-level learners, allowing teachers to tailor instruction according to proficiency levels.

Extension opportunities are embedded in Mathematical Discourse prompts and "Extend the Math" questions, which guide students to explain strategies, apply concepts in real-world contexts, and make meaningful connections across topics. This comprehensive suite of enrichment and extension supports explicitly guides educators in differentiating instruction to challenge proficient learners and foster advanced mathematical reasoning.

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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 3 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 explicit (direct) educator guidance for offering options and supports for students to demonstrate understanding of mathematical concepts in various ways, such as performing, expressing, and representing. Step-by-step instructions guide students through hands-on tasks, like measuring liquid volume with cups and beakers. The materials encourage use of student-created manipulatives, such as note cards for fraction-comparison games.

The "Mathematical Discourse" section prompts teachers to ask open-ended questions that invite students to justify reasoning, draw models, or explain strategies, as seen in Lesson 2, where multiplication is represented through repeated addition, equal groups, or arrays.

Differentiated Instruction pages and student tasks provide supports including concrete models, visual aids, and sentence stems, exemplified in Lesson 14 with fraction strips and verbal explanations. Grade 3 lessons feature Visual Model and Hands-On Activity boxes allowing varied demonstrations, such as Lesson 16's use of fraction bars, number lines, and partner discussions.

The Teacher Toolbox offers interactive tutorials, small-group activities, and math centers to further support diverse student expression. The grade 3 *Teacher Guide* summarizes supports including step-by-step guidance, Mathematical Discourse, Process Standards Tips, Visual Models, Hands-On Activities, and Real-World Connections to provide multiple pathways for students to show their understanding.

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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.

Ready Texas Mathematics grade 3 materials meet the criteria by including explicit (direct) prompts and guidance for educators to build knowledge through activation of prior knowledge, anchoring big ideas, and highlighting and connecting key patterns, features, and relationships through multiple means of representation. Materials begin each lesson with step-by-step directions that prompt teachers to reference prior learning, such as reminding students of the relationship between multiplication and division using number sentences and visual aids.

Lessons routinely anchor big ideas by using hands-on models and visual representations to support conceptual development. In Unit 1, teachers are guided to connect repeated addition to multiplication using counters and number lines. In lessons on place value, materials highlight lesson over key relationships by directing teachers to model numbers with base-ten blocks, number lines, and expanded form, reinforcing the structure of our number system across representations. Lessons consistently include tools such as Explore It, Model It, Connect It, and visual aids like clocks, number lines, and pictorial models to support multiple representations of mathematical ideas. Educators are also prompted to engage students in discourse that reveals key patterns and features, such as comparing reasoning, tracing jumps on a clock, and examining areas with tile arrangements.

The "Learning Progression" section in the *Teacher Guide* provides a visual map of how concepts build over time and identifies connections across lessons, strengthening coherence and reinforcing major ideas.

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

Ready Texas Mathematics grade 3 materials meet the criteria for including educator guidance for effective lesson delivery and facilitation using various instructional approaches. Materials provide structured

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support through detailed lesson plans that include explicit (direct) instructions for the introduction, modeled instruction, guided instruction, and independent practice.

The *Teacher Edition* offers tools such as Lesson Overviews, Pacing Guidance, and teaching tips to guide lesson progression. Instructional strategies span direct instruction, hands-on learning with manipulatives, visual representations, collaborative discourse, real-world application, and differentiated activities such as intervention, challenge, and on-level tasks.

The Teacher Toolbox further extends instructional variety with small-group lessons, online tutorials, fluency practice, and student-led center activities. These components collectively demonstrate educator guidance for delivering instruction using more than two instructional approaches.

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

Ready Texas Mathematics grade 3 materials meet the criteria by including multi-tiered intervention methods for various types of practice and instructional structures, along with educator guidance for effective implementation. The materials provide a "Differentiated Instruction" section at the conclusion of each lesson, offering multi-tiered intervention methods such as Assessment and Remediation activities, Hands-on Activities, and Challenge Activities. These support a range of practice types including guided, independent, and collaborative work. For example, Lesson 6 includes an Intervention Activity with teacher-supported, hands-on modeling and a Challenge Activity that extends understanding independently or with peers.

Materials support multi-tiered interventions across multiple instructional structures, including whole-group, small-group, and individual practice. The Differentiated Instruction pages specify recommended groupings and practice settings. Misconception Alerts and Mathematical Discourse prompts guide educators to identify and scaffold student learning within these structures. The lesson framework supports whole-group instruction followed by targeted small-group or individual interventions as appropriate.

The Teacher Toolbox and Ready Central platform provide additional multi-tiered intervention methods with resources such as reteach/prerequisite lessons, independent interactive tutorials, teacher-led small-group activities, student-led centers, and enrichment opportunities. Ready Central also offers educator guidance with training videos, planning tools, implementation tips, and discourse supports to facilitate effective multi-tiered intervention implementation.

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

Ready Texas Mathematics grade 3 materials include enrichment and extension methods that support diverse forms of student engagement through hands-on tasks, collaborative activities, and complex

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problem-solving challenges. These methods are embedded in each lesson's "Differentiated Instruction" section and Challenge Activities, encouraging critical thinking, mathematical reasoning, and real-world application.

Educators receive explicit (direct) guidance for effective implementation, including detailed task descriptions, suggested materials, step-by-step instructions, and prompts for facilitating mathematical discourse. This guidance helps teachers foster deeper student understanding by encouraging explanation, reasoning, and collaborative discussion, thereby supporting varied learning needs and extending students' mastery beyond grade-level expectations.

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

Ready Texas Mathematics grade 3 materials include prompts that support educators in providing timely feedback during lesson delivery. The *Teacher Edition* contains open-ended questions in the Guided Instruction and "Mathematical Discourse" sections that encourage teachers to assess student understanding and respond accordingly, such as asking students to explain their reasoning for equivalent fractions.

Materials provide specific guidance through Student Misconception Alerts and Error Alerts that identify common student errors and suggest corrective strategies, enabling teachers to address misunderstandings promptly. The guided instruction pages direct educators to circulate and assess students continuously, offering immediate feedback.

Mathematical Process Standard (MPS) Tips further support teachers by highlighting moments to reinforce key mathematical concepts and provide feedback, ensuring ongoing formative assessments throughout the lesson.

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 guidance for implementation within the framework of Texas state-approved bilingual or ESL program models.	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.

Ready Texas Mathematics grade 3 materials include educator guidance on providing and incorporating linguistic accommodations for at least one English language proficiency level as defined by the ELPS.

ELL Support boxes embedded throughout the *Teacher Edition* offer general scaffolds such as clarifying multiple meanings of terms, pairing visuals with vocabulary, and using realia and hands-on activities to help students access grade-level mathematics content. Examples include prompting teachers to explain the dual meaning of the word *table* by comparing a classroom object with a math data table and encouraging visual reminders for terms like *numerator* and *denominator*. These supports aim to make language more accessible but are not differentiated for multiple ELPS proficiency levels.

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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.

Ready Texas Mathematics grade 3 materials do not include implementation guidance to support educators in effectively using the materials in state-approved bilingual/ESL programs, earning 0 out of 1 point. Reviewers consistently found that while *Ready Texas Mathematics* provides general English Learner supports, such as English Language Learner (ELL) callouts, visual scaffolds, and vocabulary aids aligned with the ELPS, there is no guidance for implementation within the framework of any Texas state-approved bilingual or ESL program models.

Materials do not reference specific bilingual or ESL program structures, such as dual language or content-based ESL, and offer no planning tools, classroom strategies, or instructional routines tailored to those models. The ELPS Alignment document referenced in the Teacher Toolbox provides alignment to language standards, but it does not include program-specific instructional guidance, failing to meet the criteria for supporting educators in implementing state-recognized bilingual or ESL programs.

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.

Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse. The *Teacher Edition* provides structured lesson routines and language supports such as ELL Support boxes, sentence stems, and prompts for mathematical discussions. Instructional features like Mathematical Discourse boxes, Pair/Share activities, and Talk About It segments guide teachers in facilitating oral exchanges where students explain their reasoning, restate problems, and use precise mathematical vocabulary.

Strategies such as Three Reads, Co-Craft Questions, and Notice and Wonder are embedded to enhance comprehension and background knowledge through repeated engagement with language. Visuals, student-friendly definitions, and real-life examples help connect new terms to students' prior knowledge and home language.

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Teachers are guided to model academic language, introduce cognates, and explicitly distinguish everyday and academic meanings, supporting cross-linguistic connections. Written discourse is integrated through tasks that prompt students to reflect, justify strategies, and construct written explanations using academic vocabulary and supported sentence frames.

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.

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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.

Ready Texas Mathematics grade 3 materials meet all components of the criterion by providing practice opportunities and instructional assessments throughout learning pathways that require students to demonstrate depth of understanding aligned to the TEKS. Each lesson includes TEKS-aligned problem-solving opportunities that engage students in reasoning, explaining, and applying mathematical concepts in a variety of formats. Examples include Concept Extensions, Mathematical Discourse prompts, and Differentiated Instruction activities that require students to analyze, justify, and model their thinking, promoting deep conceptual understanding.

Instructional assessments, such as "TEKS Practice" sections, include a range of item types, from multiple-choice to open-ended tasks, that progress in cognitive demand and ask students to explain reasoning, use models, and apply mathematical relationships. These features ensure alignment to the TEKS while supporting both procedural fluency and conceptual mastery.

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.

Ready Texas Mathematics grade 3 materials fully meet the criteria by providing questions and tasks, including enrichment and extension materials, that increase in rigor and complexity, leading to both grade-level and above-grade-level proficiency in the mathematics TEKS.

Lessons follow a structured progression from concrete understanding to abstract reasoning, beginning with Visual Models and moving toward multi-step word problems and real-world applications. For example, students progress from learning multiplication concepts to solving multi-step problems involving classroom arrangement or identifying missing values in equations.

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Extension tasks such as Challenge Activities and Enrichment Tasks, like designing a garden from specific measurements or using place value to solve real-world multiplication problems, require higher-order thinking and encourage multiple-solution strategies. These experiences support students in achieving conceptual depth and applying their learning in novel contexts, promoting mastery beyond grade-level expectations.

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.

Materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships. Each unit in the *Teacher Guide* begins with Lesson Objectives and Prerequisite Skills that highlight how concepts build on one another within the grade. Lessons support conceptual coherence by connecting ideas such as using number lines for both rounding and understanding fractions, and using multiplication arrays to explore area. Tasks and discussions prompt students to recognize patterns, make sense of repeated reasoning, and link concepts like skip-counting to multiplication and area.

Learning Progressions in the *Teacher Guide* visually and descriptively illustrate how each lesson connects to previous and subsequent lessons. For example, Unit 4 shows how understanding what a fraction is leads into representing fractions on a number line, composing and decomposing fractions, and ultimately solving fraction problems.

Real-World Connection boxes and Mathematical Discourse prompts further reinforce relationships between topics, supporting a cohesive and interconnected experience across mathematical ideas within grade 3.

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. The Learning Progression appears at the beginning of each lesson, outlining how standards build on content from earlier grades and extend to future expectations. For example, in a rounding lesson, the materials note that grade 2 students round numbers up to 1,200, grade 3 students work up to 10,000, and grade 4 students advance to 100,000.

Lessons regularly prompt students to draw on prior knowledge through "Explore" sections, such as connecting equal shares learned in grade 2 to comparing fractions in grade 4. The *Teacher Edition* explains how skills like estimating sums and differences in grade 3 are grounded in grade 2 place-value

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understanding and support later work in rounding larger numbers. Lesson 10 connects patterns in skip-counting and fact families from grade 2 to future grade 4 applications with input/output tables. These features help students build understanding over time, and support teachers in identifying and emphasizing developmental continuity across grade bands.

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 and activities by connecting students' prior knowledge of concepts and procedures to the mathematical concepts to be learned in the current and future grade levels. The Learning Progression at the beginning of each lesson and unit identifies prior knowledge, the grade-level concept, and future learning connections. In grade 3, students use prior understanding of equal shares from grade 2 to partition shapes and identify fractional values in Unit 4, Lesson 14, which supports future work in comparing and composing fractions in grade 4. Lesson 8 connects early work with equal groups to multiplication strategies and prepares students for multi-digit multiplication and area models in later grades.

"Guided Instruction" and "Explore It" sections prompt students to apply procedures and conceptual understanding from earlier lessons and grades, such as using base-ten blocks to compare place value or multiplying by 10 to identify patterns in products.

Step by Step and Concept Extension features further support procedural coherence by helping students build on strategies learned in prior instruction and extend them to more complex tasks. Flowcharts at the start of each unit clarify the connections between lessons and how each builds toward future mathematical understanding.

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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.

Materials provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways. Unit Practice activities at the end of each unit include items drawn from multiple lessons within the unit, offering systematic review of all previously taught TEKS. Unit 4 Practice assesses learning from Lessons 15–19, allowing students to retrieve and apply skills such as composing and decomposing fractions.

Warm-ups, fluency tasks, and embedded questioning throughout lessons revisit prior knowledge, such as the review of unit fractions from Lesson 14 in Lesson 16, supporting concept reinforcement across time. The materials spiral key foundational skills and concepts such as place value, addition strategies, and multiplication structures by embedding them in instructional tasks and assessments, fostering continuous opportunities for students to retrieve and strengthen previously acquired knowledge.

Unit overviews and the *Teacher Guide* include references to prerequisite skills and learning progressions, reinforcing how skills and concepts connect across lessons and units.

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

Materials provide interleaved practice opportunities with previously learned skills and concepts across learning pathways by embedding mixed problem types and connections across domains within lessons, practice sets, and instructional routines.

The Think-Share-Compare component and "Explore It" section prompt students to apply previously learned concepts, such as using multiplication to understand division or leveraging place-value knowledge to round and compare numbers. Independent and TEKS Practice consistently present problems that combine operations, requiring students to select and apply strategies from across domains. Lessons like Lesson 5, which explores the connection between multiplication and division, are revisited and extended in later lessons such as Lesson 8, which addresses two-step problem-solving using those operations.

Instructional scaffolds guide students to revisit prior strategies, such as using arrays to support area, enabling concept transfer and skill reinforcement throughout the learning pathway. These design

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features ensure that students engage in interleaved practice with both procedural and conceptual content.

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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.

Materials meet the criteria by providing questions and tasks that require students to interpret, analyze, and evaluate models and representations for mathematical concepts and situations. Tasks throughout the lessons prompt students to interpret Visual Models, such as number lines, arrays, and equal groups, and connect them to mathematical operations and real-world scenarios, like in Lesson 3: Multiplication Facts, where students model equal groups and interpret multiplication equations.

Students analyze representations to understand relationships, such as comparing fractions using models and number lines or modeling repeated addition to explore multiplication.

Materials also include tasks requiring evaluation of models, such as in Lesson 17: Solve Fraction Problems, where students assess visual representations to determine which fractional part is greater and justify their reasoning.

Activities in the Teacher Toolbox extend these skills, with tasks that prompt students to model area with tiles and relate those models to multiplication fact families. Lessons like Lesson 10 guide students to build tables and examine patterns using a contextual prompt about spiders' legs, while Lesson 12 uses estimation and rounding within real-world cost scenarios, asking students to analyze and evaluate the reasonableness of their strategies. Across the curriculum, students engage in interpreting, analyzing, and evaluating mathematical models to deepen conceptual understanding and apply mathematics meaningfully.

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

Materials meet the criteria by including questions and tasks that require students to create concrete models and pictorial representations of mathematical situations. Students model division concepts using manipulatives, such as counters or tiles, acting out equal groups in Lesson 4: Understand the Meaning of Division, and distributing drawn stickers into groups in Lesson 5. In Lesson 3, students build area models

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with grid paper and arrange counters to explore multiplication concepts. Lesson 15 tasks students with drawing and labeling number lines to represent unit fractions and partition equal parts, supporting pictorial representation of fraction size and placement.

Students use diagrams to represent number rounding in Lesson 12 by drawing a hill and positioning values to visualize place-value effects. In graphing tasks, students create bar graphs based on data sets and draw pictorial representations, like quilt patterns composed of quadrilaterals. Interactive tutorials and teacher-led activities consistently prompt students to build models, draw visual representations, and represent mathematical ideas using both tangible tools and illustrations.

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

Materials meet the criterion by consistently providing questions and tasks that allow students to apply conceptual understanding to new problem situations and contexts. In Lesson 7, students use play money to explore place value and multiplication, transferring learned concepts into a simulated real-world scenario. Lesson 8 includes reflective questions that prompt students to evaluate incorrect solutions and consider how multiplication and division apply to job-related contexts such as managing a clothing store. Lesson 23 asks students to decompose composite figures and apply area knowledge to unfamiliar shapes, while Lesson 30 tasks them with interpreting scaled bar graphs to solve multi-step real-world problems.

Additional tasks, such as ordering Texas rivers by length and comparing seven-digit numbers through interactive card trading activities, further promote the application of learned mathematical concepts in novel and meaningful contexts.

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.

Ready Texas Mathematics grade 3 materials meet the criteria for providing tasks designed to build both automaticity and fluency necessary to complete grade-level mathematical tasks. Lessons include structured fluency-building activities such as skip-counting, repeated reasoning, and the use of multiplication tables to support retrieval of multiplication and division facts. Tasks emphasize foundational math skills, including using Visual Models, fact families, and inverse relationships to promote efficiency and accuracy in computation.

The *Teacher Edition* and Online Teacher Toolbox include interactive tutorials, fluency practice sheets, and repeated skill applications that strengthen automaticity through immediate feedback and corrective explanations. Lessons such as determining the value of coins and using area models to conceptualize multiplication, reinforce fluency in real-world contexts, and provide consistent opportunities for students to internalize computation strategies critical for future success in multi-digit and fractional operations.

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

Ready Texas Mathematics grade 3 materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures throughout the learning pathways. Students engage in tasks that involve solving two-step word problems using multiple models, encouraging the use of efficient and accurate strategies as they reason through problems. Lessons such as Unit 1, Lesson 7 emphasize procedures like place-value strategies, area models, and partial products, supporting efficiency and accuracy while allowing students to relate and compare different solution paths.

Materials explicitly (directly) prompt students to choose among methods, such as the standard algorithm, area model, or partial product method, reinforcing procedural flexibility. Guided Practice activities further support application by prompting students to explain alternate equations, determine fact families, and justify their procedural choices. Across lessons, students are encouraged to analyze and discuss which methods are most effective, promoting mathematical thinking that balances speed, accuracy, and strategic choice.

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

Ready Texas Mathematics grade 3 materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways. In Lessons 3 and 6, students solve multiplication and division problems using multiple representations, such as number lines, fact families, divisibility rules, and multiplication tables, followed by peer discussions evaluating which strategies were most effective, and why. Lesson 7 includes MPS Tips prompting students to compare different multiplication methods using diagrams, symbols, and language, reinforcing evaluation of method efficiency and flexibility. Lesson 9 guides students through two-step word problems using strip diagrams and number sentences, asking them to explain and compare their strategies to assess accuracy and effectiveness.

The Think-Share-Compare routine, used consistently across lessons, structures student reflection on mathematical reasoning in six parts (Make Sense of the Problem, Solve and Support Your Thinking, Discuss, Compare, Connect and Reflect, and Apply), encouraging evaluation of efficiency, flexibility, and accuracy.

Interactive Tutorials further support this process by engaging students in interpreting and solving problems using multiple models and prompting them to reflect on the usefulness and accuracy of each approach.

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

Ready Texas Mathematics grade 3 materials contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems. Students are guided to choose the most efficient tool for measuring liquid volume, such as selecting an appropriate measuring device for a small teacup.

Mathematical discourse prompts educators to encourage students to compare methods for finding area, such as counting squares versus multiplying rows and columns, with questions like, "What way of solving the problem is best? Why?" In Lesson 2, students transition from modeling multiplication as repeated addition using concrete tools to more efficient strategies like arrays and multiplication facts, with teacher prompts to help recognize similarities between methods. Lesson 7 supports students in moving from base-ten blocks and place-value understanding to abstract representations including expanded form and the standard algorithm, reinforced by prompts such as, "Do you notice any patterns or shortcuts that can make solving multiplication problems easier?"

Materials lead students through multiple approaches, encouraging strategic thinking and evaluation of answer reasonableness. Interactive Tutorials in the Teacher Toolbox provide additional guidance, helping

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students break down whole numbers efficiently and understand equivalent fractions through strategic methods in Lessons 11 and 18.

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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.

Materials explicitly (directly) state how both the conceptual and procedural emphasis of the TEKS are addressed. Conceptual understanding is developed through hands-on experiences, such as using square-inch tiles and area models to explore multiplication and spatial reasoning, and through lessons that guide students to decompose shapes, identify patterns, and connect mathematical representations.

Materials consistently emphasize why a strategy or procedure works by encouraging active problem-solving, discussion, and justification. Procedural fluency is built through structured practice using standard algorithms, application of the area formula, use of properties of operations, and solving one- and two-step problems.

The "Implementation Guide" confirms this balanced approach, stating that lessons support deep understanding and procedural fluency by embedding higher-order thinking, mathematical discourse, and consistent opportunities to apply learned strategies.

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

Materials meet the TEKS requirement by providing questions and tasks that offer consistent opportunities for students to use concrete models, pictorial representations, and abstract models. In Lesson 14, students use hands-on materials such as pre-cut paper squares, fraction circles, and fraction strips to represent parts of a whole, aligning with TEKS 3.3, a method that calls for representing fractions using concrete objects and pictorial models.

Lessons include pictorial elements like strip diagrams, shaded shapes, and number lines, which allow students to visualize and compare quantities and relationships. Tasks later in the unit engage students in abstract reasoning through symbolic notation and equation writing, such as recognizing that 1/2 = 2/4 without visual aids.

Structured activities are in sections labeled "Hands-On Activities," "Picture It," "Model It," and "TEKS Practice," with each phase supporting a developmental progression from concrete to pictorial to abstract models. Additional examples include the use of base-ten blocks to show place-value relationships and the

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use of diagrams and equations in multiplication lessons, demonstrating alignment with the TEKS expectation for multiple representations in mathematics instruction.

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.

Materials meet all criteria by supporting students in connecting, creating, defining, and explaining concrete and representational models to abstract (symbolic, numeric, or algorithmic) concepts as required by the TEKS. Students use counters to create fractional sets, linking numerators and denominators, then verbally explain their reasoning.

Ready Texas Mathematics embeds routines like Think-Share-Pair that guide students through stages from concrete to abstract, offering teachers clear examples aligned with TEKS and instructional concepts. In lessons such as "Multiply to Find Area," students construct arrays with square tiles and connect these to multiplication expressions, while fraction lessons include folding paper or manipulatives to create Visual Models representing parts of a whole.

Representational tools such as bar models, number lines, diagrams, and grid paper facilitate visual comparisons and geometric reasoning, prompting students to write equations and explain relationships in academic language. The *Teacher Guide* consistently incorporates "Hands-On Activities," "Visual Supports," and "Connect It" sections that broaden understanding by developing symbolic representations from pictorial and concrete models. Examples include creating rectangles on grid paper and manipulating labeled solid figures to explore faces, edges, and vertices, which students then explain in their own words.

The "Implementation Guide" confirms that students regularly create mathematical models through pictures, diagrams, tables, or equations to solve problems, ensuring comprehensive support in bridging concrete and representational experiences with abstract mathematical concepts.

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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.

Ready Texas Mathematics grade 3 materials meet all criteria by providing extensive support for students in developing academic mathematical language through visuals, manipulatives, and structured discourse, as required by the TEKS.

Students use fraction tiles, bars, and fraction circles to explore concepts such as unit fractions, numerators, and denominators. At the same time, guided teacher questioning clarifies understanding, including the inverse relationship between the size of fractional pieces and the value of the denominator.

Visuals are used to introduce and reinforce geometric vocabulary, such as vertex and vertices, with students drawing shapes and using paper edges to compare angles. Sentence stems, graphic organizers, and discourse boxes support oral and written use of precise vocabulary, as in activities where students describe multiplication using structured phrases.

Students also build arrays, create drawings, and use manipulatives like base-ten blocks, counters, and number lines to represent and communicate mathematical ideas. Fact triangles are used to explore fact families and missing factors, reinforcing mathematical language through repetition and peer interaction.

Drawing activities support vocabulary development as students represent quantities, divide spaces, and explain their reasoning using terms aligned with lesson objectives. The *Teacher Guide* consistently offers prompts and models to connect concrete representations to accurate verbal and written expression of mathematical ideas.

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.

Ready Texas Mathematics grade 3 materials meet all criteria by including embedded educator guidance to scaffold and extend students' use of academic vocabulary in context when communicating with peers and educators. The *Teacher Edition* provides consistent prompts, such as using sentence frames to help

students identify terms like *product*, *factor*, *dividend*, and *quotient*, while explaining their mathematical reasoning.

"ELL Support" sections guide teachers in distinguishing between everyday and academic meanings of terms, such as clarifying the meaning of *fact family* versus *family*, and offering specific language scaffolds, including word walls with definitions and oral practice strategies. Lessons include Think-Share-Compare routines during Modeled and Guided Instruction to facilitate structured discourse using academic language. Vocabulary development is reinforced through explicit prompts encouraging students to describe three-dimensional solids using formal geometric terms and real-world examples or to articulate problem-solving strategies using multiplication and division connections. Teacher notes highlight linguistic features, such as the word root in *equivalent*, and provide adaptations to support and extend student vocabulary use in mathematical discussions.

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

Ready Texas Mathematics grade 3 materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse. *Ready Texas Mathematics* consistently integrates Mathematical Discourse sections across grade 3 lessons, guiding educators with specific prompts and ideal student responses to facilitate academic vocabulary use. In a lesson on classifying quadrilaterals, teachers prompt students to use mathematical language while reasoning whether every square is a rectangle and vice versa, encouraging precise communication with visual representations.

In Unit 4, Lesson 18, the *Teacher Edition* models academic language with phrases such as "1/2 is the same as 2/4" and vocabulary including *equivalent*, *part*, and *same as*. Students are prompted to explain their reasoning using the terms *numerator*, *denominator*, and *equal parts*. Lesson 17 includes questions such as "Why does it make sense that point B is greater than 38?" supporting students' use of language, such as *number line*, *greater than*, and *increments*. In Lesson 18, students are guided to explain why more eighths than fourths are needed to equal one-half, reinforcing vocabulary application. Lessons 6 and 13 prompt discourse using multiplication, division, place-value, and strategy-related vocabulary, with embedded guidance for pair-share and whole-class discussions that promote meaningful student discourse using appropriate mathematical language.

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

Ready Texas Mathematics grade 3 materials include embedded guidance to facilitate mathematical conversations, allowing students to hear, refine, and use math language with peers. Instructional supports include Mathematical Discourse boxes, Think-Share-Compare routines, Routines for Academic Discourse, and ELL Support boxes in every grade 3 lesson. These supports provide structured

opportunities for students to engage in peer dialogue using precise mathematical vocabulary. For example, in Lesson 14: Understand What a Fraction Is, the teacher prompts, "Why do you need two numbers to show a fraction?", encouraging peer discussions about the numerator and denominator roles. In Lesson 17, students explain in their own words how to find the fraction of a garden with flowers using appropriate terms and compare their responses with classmates.

Lessons regularly include guided prompts for pair or group discussion, such as, "Is the part of Gina's garden with flowers bigger or smaller than the part without flowers?" These questions are designed to help students clarify and refine their math language. In activities like Lesson 27: Divide Shapes Into Parts With Equal Areas, students are prompted to explain and compare reasoning with peers, adjusting phrasing based on peer input. Guidance ensures students consistently hear and practice academic vocabulary through peer interaction.

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.

Ready Texas Mathematics grade 3 materials include embedded guidance to anticipate various student answers, including exemplar responses to questions and tasks, and support or redirect inaccurate student responses. "Mathematical Discourse" sections within each lesson provide exemplar student responses to teacher-guided questions. For example, in a lesson on measuring volume and weight, when the teacher asks, "Why is it important to include the unit when you record the weight of the object?", the materials provide a student response stating, "If you write a number without a unit, no one will know if you are talking about ounces, pounds, or some other unit of weight. You always need to include the unit when you record a measurement."

Assessment and Remediation charts at the end of lessons present common student errors, explanations for misconceptions, and targeted remediation strategies to redirect inaccurate thinking.

Misconception Alerts and Error Alert boxes anticipate common incorrect answers and provide specific guidance for educators to clarify misunderstandings, such as reminding students that a number must be divisible by two to be even, despite other factors. For example, Lesson 7 includes detailed teacher guidance explaining why certain answer choices are incorrect, enabling support, and redirecting student responses to promote accurate mathematical reasoning.

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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.

Ready Texas Mathematics grade 3 materials appropriately integrate the TEKS process standards into instructional materials. Each lesson includes clearly identified Mathematical Process Standards labeled as MPS Tips, offering in-depth guidance to support specific TEKS-aligned practices.

The *Teacher Guide* consistently references these tips, such as in Lesson 31, where students analyze relationships between quantities and represent them using symbols or graphs, aligned to TEKS 3.1F. Lessons also include activities that prompt students to explain their thinking, justify strategies, and evaluate the reasonableness of their solutions, addressing TEKS 3.1D and 3.1E.

Real-world application tasks embedded throughout the program, such as those in the "Real-World Connection" sections, engage students in mathematical reasoning and problem-solving. For example, a lesson on income asks students to relate mathematics to human capital and everyday labor. Lessons also foster pattern recognition and mathematical communication, such as when students analyze multiplication strategies using equal groups or interpret bar graphs, and explain their findings.

Answering the Demands of the TEKS overview outlines how the program integrates conceptual understanding, higher-order thinking, and mathematical reasoning to meet the TEKS process standards comprehensively and in an age-appropriate manner.

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

Ready Texas Mathematics grade 3 materials meet the criteria, which include a description of how process standards are incorporated and connected throughout the learning pathways. The *Teacher Edition* embeds MPS Tips in teacher-modeled and guided instruction segments, highlighting how students are supported in developing reasoning, communication, and problem-solving skills. Lessons such as Unit 5, Lesson 21, and grade 3, Lesson 1 include specific MPS Tips that prompt students to estimate, select appropriate tools, justify strategies, and relate mathematical concepts to real-world experiences, addressing standards such as 3.1A, 3.1C, and 3.1G. A chart in the front matter outlines how each lesson builds on prior knowledge and uses multiple approaches, real-world contexts, and cooperative dialogue to reinforce process standards.

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Instructional pathways guide students through progressively more complex tasks that require using tools, comparing strategies, and reasoning about solutions, as seen in fraction comparison lessons that begin with models and move toward abstract representations and justifications.

The "Implementation Guide" and introductory materials provide definitions and explanations of how mathematical habits of mind are developed and reinforced through all lesson-design components.

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

Ready Texas Mathematics grade 3 materials meet the criteria by providing an overview of the TEKS process standards incorporated into each lesson. The first page of each *Teacher Edition* lesson includes a "TEKS Focus" section that explicitly (directly) identifies the relevant process standards addressed, such as 3.1A, 3.1B, 3.1D, and 3.1G, in a lesson on division.

MPS Tips within the lesson specify how these standards are applied during instruction, offering guidance on supporting students in reasoning, communication, and justification of mathematical ideas. For example, in Lesson 15, standards 3.1F and 3.1G are emphasized as students use tools and justify strategies during multiplication lessons. In Lesson 26, process standard 3.1D is reinforced as students classify quadrilaterals and explain their reasoning, while in Lesson 24, an MPS Tip highlights how writing equations demonstrate reasoning to communicate mathematical ideas (3.1F). Consistent presence of TEKS-aligned process standards in the Lesson Overview and embedded instructional supports ensures that teachers are equipped to target key mathematical practices across all lessons.

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.

Ready Texas Mathematics grade 3 materials provide consistent opportunities for students to think mathematically, persevere through solving problems, and make sense of mathematics. Lessons integrate the Think-Pair-Share routine and open-ended questions that require students to reason, explain their thinking, and justify their strategies. In grade 3, Lesson 18, students explore equivalent fractions by responding to prompts such as "How are the two shaded fractions the same?" to engage in mathematical discourse and develop conceptual understanding.

Materials support perseverance and sense-making through multi-step tasks embedded in student TEKS Practice, including real-world applications and number line constructions for comparing fractions in Lesson 19. Each lesson builds on prior knowledge and includes performance tasks that integrate multiple standards, offering opportunities for multiple approaches and solutions. Throughout, students are guided to use mathematical tools, collaborate with peers, and apply reasoning to solve problems that deepen understanding and sustain engagement.

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

Ready Texas Mathematics grade 3 materials meet the criteria by supporting students in understanding, explaining, and justifying that there are multiple ways to solve problems and complete tasks. Instructional routines, such as Think-Pair-Compare, guide students to analyze key information, compare strategies, and discuss how their approaches are alike or different. In lessons like "Understand Fractions on a Number Line," students critique peers' responses and justify their own thinking by explaining how they reached their answers. Activities such as decomposing irregular shapes to find area or composing fractions using sets of coins require students to explore varied solution paths and articulate their reasoning.

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Tasks like discussing whether every square is a rectangle and using place-value charts or number lines for rounding further develop understanding of multiple representations. Teacher prompts such as "Which decomposition of shapes makes more sense?" or "How do you use place value to multiply?" reinforce the expectation that students explain and justify their mathematical thinking while recognizing that different strategies can lead to the same solution.

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.

Ready Texas Mathematics grade 3 materials are designed to require students to make sense of mathematics through multiple opportunities to do, write about, and discuss math with peers and/or educators. Students do math through structured routines like Think-Pair-Share, Hands-on Activities, Collaborative problem-solving, and modeling with manipulatives and pictorial representations, as seen in grade 3, Lesson 17, where students solve real-world fraction problems and use Visual Models.

Writing about math is embedded through prompts that require students to explain their reasoning in complete sentences, such as in grade 3, Lesson 9, where students justify each step of multi-step problem-solving, and in Lesson 34, where students write equations and answer reflective questions like "What is the responsibility of the borrower?" to demonstrate financial understanding.

Math discussions occur regularly in lessons such as grade 3, Lesson 6 and Lesson 8, where students share discoveries and compare reasoning with partners or the class, supporting conceptual development. These instructional components meet the criteria by consistently integrating opportunities for students to do, write about, and discuss mathematics as part of making sense of the content.

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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.

Ready Texas Mathematics grade 3 materials support educators in guiding students to share and reflect on their problem-solving approaches through structured opportunities for explanations, arguments, and justifications. Lessons consistently integrate Mathematical Discourse prompts and reflection activities that require students to articulate and evaluate their reasoning. Students justify their rounding decisions and explain their reasoning to peers using guiding questions in Lesson 12, such as, "How did you decide which ten the number is closest to?" In Lesson 9, students solve multi-step word problems and are asked to explain and justify their use of specific operations and the order in which they were applied. Lessons frequently include prompts like, "Have students justify their answers using the terms numerator and denominator," and, "Did anyone do something differently? Do you agree with what was said? Why or why not?"

Prompts appear throughout the *Teacher Edition* and are embedded within routines like Think-Pair-Compare, which includes stages such as making sense of the problem, comparing strategies, connecting, and reflecting. In Lesson 22, Multiply to Find Area, students are guided to explain why using multiplication may be more efficient than counting and are encouraged to compare and justify their strategies in small groups. These consistent supports ensure students are developing deeper conceptual understanding by sharing and reflecting on their mathematical thinking.

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

Ready Texas Mathematics grade 3 materials include prompts that support educators in providing explanatory feedback based on student responses and anticipated misconceptions. Materials offer Assessment and Remediation charts at the end of each lesson, providing teachers with guidance on identifying student responses and misconceptions, along with remediation strategies. In Lesson 5, teachers receive support to correct misconceptions about multiplication and division being unrelated by using fact family triangles to visually reinforce connections between the operations. Lesson 14 provides structured questioning strategies for students who miscount parts or mislabel fractions, enabling educators to deliver immediate corrective feedback.

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The *Teacher Edition* contains Error Alert boxes, such as in grade 3, Lesson 1 on estimating sums and differences, where students who focus only on hundreds digits are prompted to review rounding steps and try again. Teachers are also guided during multiplication lessons to clarify place-value steps, with alerts explaining common errors like adding tens prematurely. In lessons on elapsed time, educators receive prompts to ask questions such as, "What do you need to do when you count around the clock and go past 12?", allowing support for incorrect answers and suggestions to simplify problems to aid student understanding. These embedded prompts and guidance systematically support educators in delivering explanatory feedback tied to both student responses and anticipated misconceptions.

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