Curriculum Associates, LLC

Supplemental English Mathematics, K
Ready Mathematics, Grade K

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9781663058294**	**Print**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	54	3	Flags Addressed	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	34 out of 38	89%
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	3	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 include an alignment guide that outlines the English Language Proficiency Standards (ELPS).	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 kindergarten does not provide alignment to the English Language Proficiency Standards (ELPS) within the *Teacher Resource Guide* or Online Teacher Toolbox. Evidence of horizontal alignment is addressed across units to support coherence and skill progressions.

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

The materials do provide a Texas Essential Knowledge and Skills (TEKS) alignment guide for educators included in the *Teacher Resource Guide*. The updated guide explains how the TEKS are aligned with *Ready Texas Mathematics* lessons for kindergarten.

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 kindergarten 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 kindergarten.

The materials include strategies for effective educator practices in a variety of 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 kindergarten 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 kindergarten.

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

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

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

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

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

Ready Texas Mathematics for kindergarten provides instructional leaders with resources and guidance to support educators implementing the designed materials. In the Online Teacher Toolbox 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.	3/7
1.2b	This guidance is not applicable to the program.	N/A
1.2c	All criteria for guidance met.	2/2
—	**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 kindergarten provides teacher and student materials. Teacher materials are included in the Online Teacher Toolbox. Student materials are provided in the *Student Worktext* and the Online Teacher Toolbox. The materials include lesson components with suggested time frames that are essential to supporting students.

Ready Texas Mathematics for kindergarten does not include detailed lesson plans with learning objectives that are TEKS-aligned throughout the grade-level materials. There are no detailed overviews with learning objectives aligned with the ELPS. The materials do not provide assessments aligned with the TEKS or 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 kindergarten provides support for families for each unit in English or Spanish to support the progress of their student. There are printable documents that support families in both English and Spanish in the Online Teacher Toolbox. The support for families provided pertains to each unit to support student progress.

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 kindergarten includes the definitions and intended purposes 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 kindergarten 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 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 kindergarten does provide a variety of formative assessments with TEKS-aligned tasks or questions with more than two levels of complexity. The formative assessments included in the lessons are TEKS-aligned.

They include interactive item types that are paper-based in the provided formative assessments within the lessons of the *Teacher Resource Guide*. 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 students' 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.

Instructional assessments include scoring information and guidance for interpreting student performance, including rationale for each correct and incorrect response. For example, in Lesson 3: "Count 4," the materials include a Quick Check and remediation. The materials guide the teacher to give each student six index cards showing different arrangements of three and four dots, and four small objects (such as erasers or crayons). The teacher guides students to draw four balls. If the student does not draw four balls, the materials guide the teacher to "provide practice with cards showing different arrangements of 3 and 4 dots. Play games asking the child to count and name the quantities, and sort the cards into piles showing 3 or 4."

In kindergarten, the materials include instructional assessments and a scoring information guide for interpreting student performance. Mid-Unit and End-of-Unit Resources in the Teacher Toolbox provide scoring rubrics with clear guidelines to help analyze student performance and responses. This can be found throughout each unit in the Teacher Toolbox.

In kindergarten, the materials include instructional assessments and a scoring information guide for interpreting student performance. In Lesson 26: "Compare Length," the materials provide a Differentiated Instruction Quick Check and remediation lesson. The lesson provides a chart to help teachers interpret student performance and offers suggestions on how to enrich or reteach the lesson on comparing lengths of objects.

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 Online Teacher Toolbox for kindergarten, there is a Tools for Instruction that guides the teacher to perform an assessment for identifying numerals to 10

with students. The materials state, "Students learn to recognize and write numerals just as they learn to recognize and write letters. The first milestone is learning the numerals to 10."

In kindergarten, the materials provide guidance for using the included tasks and activities to address student trends in performance on assessments. The materials offer an Online Teacher Toolbox that provides teachers with resources to use. One piece of the Teacher Toolbox is the Tools for Instruction that can be found in each lesson. In Lesson 12: "Compare Within 10," the materials give guidance to teachers to assist in comparing numbers to 10 by counting "one more," "count on to add," and "one less" to address student trends in performance on assessments.

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

The 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 are static and provide prompts to support educators in conducting frequent checks for understanding at key points throughout each lesson or activity. In kindergarten, the teacher is prompted to check for understanding under the "Differentiated Instruction" section. They show students a cup with manipulatives inside and ask them to count and orally respond to the number of manipulatives in each cup. Guidance for remediation and extensions is provided based on student responses.

The materials are static and provide guidance to support educators in conducting frequent checks for understanding at key points throughout each lesson or activity. The step-by-step components are embedded to provide teachers with tips and advice to use as they assess students' knowledge while they work independently. The step-by-step components guide teachers to review numbers 1–5 with dot cards, reorder cards, introduce the number 6, and ask questions to gauge students' understanding of counting up to 7.

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

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

3. Supports for All Learners

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

3.1 Differentiation and Scaffolds

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

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

Materials include explicit (direct) educator guidance for lessons to address the needs of students who have not yet reached proficiency in prerequisite or grade-level skills and concepts. For example, in Lesson 3: "Count 4," the prerequisite skills are listed alongside the Lesson Overview, and the small-group differentiation is listed alongside the lesson *Pacing Guide*. The small-group differentiation directs teachers to the Online Teacher Toolbox for a lesson on Identifying Numerals to 10.

The materials guide teachers in supporting students' thinking within the lesson through differentiated supports, such as scaffolded questions to activate prior knowledge and sentence stems to aid students. This is introduced in the kindergarten materials. The teachers are provided a step-by-step process that includes embedding prerequisite skills, such as comparing numbers within 5.

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 Counting," the "Language Development" section prompts the teacher to introduce and reinforce key academic vocabulary such as *count*, *number, one*, *two*, and *three*. The materials state, "point to classroom objects and tell why they might be counted. Draw lines to show one-to-one correspondence for counting up to four objects."

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 kindergarten materials. This support is to provide clarification, explanation, and examples of how two different words can sound the same but have different meanings.

The materials provide opportunities for teachers to explain that the students will not solve similar problems about animals using addition. The embedded supports that streamline the lesson planning process for teachers have a section for mathematical discourse, which allows for teachers and students to "talk about it." For example, in Lesson 15: "Add Within 5," teachers add to the discussion by asking open-ended questions, such as "Which is more?" and "How can you tell?" to encourage the use of academic vocabulary and unfamiliar references.

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 extension activities for students who have demonstrated proficiency in grade-level and above-grade-level content and skills. The *Teacher Resource Guide* for kindergarten states, "A challenge activity gives students who have mastered the skills and concepts of the lesson an opportunity to apply their understanding to more sophisticated problem solving."

The kindergarten materials include explicit educator guidance for extension activities to support students who have demonstrated proficiency in grade-level and above-grade-level content and skills. For example, at the end of each kindergarten lesson, Differentiated Instruction support is available in the materials. This support includes extension activities for students who have demonstrated proficiency in grade-level and above-grade-level content and skills, such as Lesson 15: "Add Within 5." A challenge activity is provided for students who must pose a missing addend problem, where the main objective is to solve addition word problems within 5 using pictures of objects.

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 kindergarten 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 called the Online Teacher Toolbox. In this digital space, teachers can access various resources, including the *Teacher Resource Book*, Online Teacher Toolbox, small-group intervention documents, and *Student Worktext*. 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.

The kindergarten materials include educator guidance on offering supports for students to demonstrate understanding of mathematical concepts in various ways, such as performing, expressing, and representing. In Lesson 17: "Subtract Within 5," the *Teacher Resource Guide* offers numerous opportunities for hands-on activities that enable students to demonstrate their understanding of the taught task. Students are to model subtraction with counters on a five-frame chart. Students can express themselves by actively engaging in discussions with peers, prompted by the teacher, who guides the mathematical discourse in each lesson.

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 13: "Make 10," the materials include step-by-step guidance for a Hands-on Activity. The materials state, "Children may not understand that in each problem, the total is given. They may offer a pair of numbers, such as 5 and 4, without realizing that the target number is 10. You may wish to have children first trace the 10 as you explain that this is the total they are looking for."

3.2 Instructional Methods

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

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

The materials include explicit (direct) prompts and guidance for educators to build knowledge by activating prior knowledge, anchoring big ideas, and highlighting and connecting key patterns, features, and relationships through multiple means of representation. For example, in Lesson 2: "Count 1, 2, and 3," the materials guide educators to activate prior knowledge by connecting new numbers, 2 and 3, to the number 1 introduced in Lesson 1. The materials prompt educators to support students with counting strategies, such as "Show Me" routines, to reinforce previously learned content. The materials guide the teacher to promote counting through multiple means of representation, including "objects, fingers, and number cards."

The kindergarten materials include explicit 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 13: "Make 10," which focuses on making 10 using objects and drawings, it activates prior knowledge by reminding students of how they have learned to count to 10 in many ways, such as using connecting cubes in their *Student Workbook*, engaging students' big ideas, and highlighting key patterns they have already learned. The kindergarten materials in Lesson 13 highlight and connect key features and relationships when using pictures and objects to make 10, utilizing the step-by-step guided lesson for teachers to provide opportunities for students to see relationships through multiple means of representation. It helps them connect the meaning to additional situations that they may encounter in lessons and assessments.

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

The materials include educator guidance for effective lesson delivery and facilitation, utilizing various instructional approaches. For example, in Lesson 2: "Count 1, 2, and 3," the materials provide educator

guidance for effective lesson delivery using multiple instructional approaches. The students view images of real-world objects in groups of one, two, and three to develop number sense. The materials guide educators to "have students use their fingers or manipulatives to represent each number concretely."

The materials include educator guidance for effective lesson delivery and facilitation using various instructional approaches. For example, in Lesson 6: "Make 3, 4, and 5," the materials prompt educators to use hands-on manipulatives, such as connecting cubes, to build number combinations, supporting kinesthetic learning. The lesson also encourages teachers to facilitate small-group activities and guided practice. The materials guide teachers to use "multiple means of representation to support understanding, including number paths, five-frames, and student modeling with physical objects."

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. For example, the *Teacher Guide* for kindergarten Teacher Overview 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 include multi-tiered intervention methods listed in the Teacher Overview. In the *Teacher Resource Guide*, the materials list whole-group, small-group, and individualized instruction as options for students to use.

The kindergarten materials include multi-tiered intervention methods for various types of practice and structures, as well as educator guidance to support effective implementation. For example, in the kindergarten materials, Lesson 27: "Compare Weight," the *Teacher Resource Guide* includes lessons that incorporate guided, independent, and collaborative instructional practices, such as activities that guide students in identifying which objects are heavier in the *Student Workbook*. The kindergarten materials include hands-on activities that, in a whole-group setting, allow students to determine which objects are lighter and which are heavier. In Lesson 27 of the kindergarten materials, the lesson encourages students to work independently by asking them to draw objects that are heavier than an empty backpack. The use of multi-tiered interventions enables continuous monitoring of student progress, allowing teachers to adjust their strategies and instructional structures as needed.

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

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

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

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

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

Materials include prompts to support educators in providing timely feedback during lesson delivery. The material overview includes notes on instructional strategies embedded in the kindergarten materials, as well as error checks. The materials state, "Use the key topic provided to listen for student responses, provide immediate feedback to address misunderstandings, and support students with targeted remediation strategies and activities."

Materials include prompts and guidance to support educators in providing timely feedback during lesson delivery. For example, in Lesson 18: "Add Within 10," Modeled Instruction, teachers are given questions to ask, as well as a problem to present after students have completed the "Add within 10" page. During Mathematical Discourse, the materials include additional problems to illustrate concepts, as well as formative assessment questions to gauge student understanding. The materials include guidance for exact timing within 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 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 kindergarten 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 academic language. There is no indication that the English language support provided helps students progress to the next language proficiency level by using increasingly academic language. The materials do not contain ELPS and do not identify varying levels of language proficiency.

In Lesson 5: "Compare Within 5," the materials guide teachers to "present visual and language support by pointing to the objects in the pictures when asking comparison questions. Encourage children to also point to the objects as they name them and make comparisons." 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 include one level of language proficiency by asking students to use academic language with simple sentence starters.

In Lesson 7: "Count 6 and 7," the materials help children understand that a pair of something means there are two of the items by showing examples and describing them as one pair—for example, one pair of shoes, one pair of desks, one pair of children. "Encourage children to repeat what you are saying." Teachers are guided to encourage children to repeat what you are saying. Find additional examples and non-examples, and have children identify them as a "pair" or "not a pair." The materials include one level of language proficiency by asking students to use academic language with simple sentence starters to explain their answers. The materials do not include increasingly academic language to engage students aligned with 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 kindergarten 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 24: "Count to 100 by Tens," the materials guide the teachers to have students count with the academic vocabulary, *twenty*, *thirty*, *forty*, *fifty*, *sixty*, *seventy*, *eighty*, *ninety*, and *one hundred*. The materials give teachers explicit (direct) instructions to "tell children each basket and flower pot has 10 objects in it. Count the groups of objects: for example, 50 green food items, 20 apples, 40 peppers. Then have students circle 50 flowers." The materials provide numerous opportunities for emerging bilinguals to develop academic vocabulary through written and oral discourse.

The materials include support to build upon academic vocabulary taught earlier in the lesson, *ten*, *twenty*, *thirty*, *forty*, *fifty*, etc., and give more guidance in the ELL sections. The materials state, "Teens and tens

numbers sound enough alike to be confusing (thirteen and thirty, fourteen and forty). Provide opportunities for children to say the numbers, associating each with the corresponding written form."

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 that address varying levels of rigor and occasionally connect to real-world contexts. The materials are TEKS aligned and provide an in-depth understanding of the TEKS for kindergarten.

There are opportunities for students to demonstrate a deep understanding of the instructional concepts. The materials include multiple opportunities for hands-on activities and mathematical discourse.

Each lesson includes "Practice Together" and "Practiced by Myself" to allow multiple opportunities throughout the learning pathways for guided and independent practice with the required depth of understanding.

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

In kindergarten, the materials do align with the TEKS to provide questions and tasks, including enrichment and extension materials, which increase rigor and complexity, leading to grade-level and above-grade-level proficiency.

The materials provide a Learning Progression Chart at the beginning of each unit to provide tasks that increase in rigor and complexity.

The "Problem Solving Connection" in the Online Teacher Toolbox includes difficulty levels of basic, medium, or challenge to support enrichment and extension, leading to grade-level and above-grade-level proficiency.

4.2 Coherence of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	1/1
4.2c	All criteria for guidance met.	4/4
—	**TOTAL**	6/6

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

The materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships. For example, in Unit 1, a horizontal *Pacing Guide* is provided that shows what students are currently learning and what it prepares them for in other grade levels. Lesson 2: "Count 1, 2, and 3," teaches students how to count to 4, which will prepare them for future lessons in grade 1, including "Count on to Add" and "Count on to Subtract."

In kindergarten, 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 and highlighting the connections to prior lessons, as well as what students should already know. The materials show this in the overview of Lesson 1: "Understand Counting," in the kindergarten materials.

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

In kindergarten, the materials demonstrate coherence vertically across concepts and grade bands, including connections from grade K–6, by connecting patterns, big ideas, and relationships. The materials provide a unit overview throughout the *Teacher Guide*, explaining which lessons students are preparing for. For example, in Lesson 28, grade K students are to learn how to sort objects. In Lesson 29, grade 1 students will sort and count, which will prepare them for comparing data in Lesson 30, also in grade 1.

In kindergarten, the materials demonstrate coherence vertically across concepts and grade bands, including connections from grade K–6, by connecting patterns, big ideas, and relationships. The materials provide a unit overview throughout the *Teacher Guide*, explaining which lessons students are preparing for. For example, in Lesson 31, kindergarten students will compare shapes, which will lay the groundwork for a grade 1 understanding of shapes in Lesson 26 and a grade 1 knowledge of how to assemble shapes in Lesson 27.

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 materials explain that "In later lessons, children will work with subtraction within 10 and practice both addition and subtraction facts together," and that this work leads to fluency and "understanding subtraction with larger numbers." The materials also explain, "Children describe subtraction situations shown in a picture," and "represent subtraction more abstractly by crossing out pictures," then "record the subtraction with number sentences."

In kindergarten, 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 materials provide teachers with unit overviews of the learning progression, outlining the lessons that are taught in kindergarten and the lessons that students will prepare for in grade 1.

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 opportunities for spaced retrieval, allowing learners to apply previously learned skills and concepts across various learning pathways. For example, in Lesson 25: "Count to 100 by Ones," the materials provide multiple opportunities for students to practice previously learned counting skills across different contexts and formats. For example, on Day 1, "students review counting to 31 using a calendar and then count up to 100 with a hundreds chart and oral recitation in a circle." The lesson also includes hands-on activities that ask students to count starting from different random numbers, reinforcing prior counting sequences learned earlier in the year.

In kindergarten, the materials provide spaced retrieval opportunities for previously learned skills and concepts across various learning pathways. For example, the materials offer opportunities for students to use a ten-frame to count to 10. Lesson 11: "Count 10," prompts teachers to have students recognize that one column is 5 counters and another column is 5 counters that make 10. These skills and concepts are reviewed throughout the lesson to reinforce learning from Lesson 4, where students learn to count to 5, and from Lesson 6, where they compare numbers within 5, which correlates with Lesson 11 in the kindergarten materials, to count to 10.

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 the "Guided Practice" section, students are asked to "name shapes while also describing their position using spatial language such as 'next to,' 'above,' or 'below.'" The activity requires students to integrate geometry concepts with previously learned positional vocabulary and concepts from earlier lessons on location and direction.

Materials provide interleaved practice opportunities with previously learned skills across learning pathways. In the Online Teacher Toolbox for kindergarten, a document resource is available in Lesson 18 under Tools for Instruction. The tool is titled "Count on to Add," which is available to support students throughout Lesson 18: "Add Within 10." The tool states, "students have learned different ways to find how many . . . they can count on-by-one, find known parts, and look at a number to determine how many there are. Once students can grasp the concept of how many, they are ready to start with that amount

and count on to add. Having a strong foundation in addition is essential for solving difficult addition problems and problems using other operations."

5. Balance of Conceptual and Procedural Understanding

Materials are designed to balance conceptual understanding, procedural skills, and fluency.

5.1 Development of Conceptual Understanding

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.1a	All criteria for guidance met.	3/3
5.1b	All criteria for guidance met.	2/2
5.1c	All criteria for guidance met.	1/1
—	**TOTAL**	6/6

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

The materials provide questions and tasks that provide opportunities for students to interpret, analyze, and evaluate models and representations for mathematical concepts and situations. In the kindergarten materials, the students draw two ten-frames on the board and fill them in with circles. Then, they place counters in the ten-frame to recognize 10 as a group. Next, they draw one circle in a different ten-frame and are asked, "What number is one more than 10?" Students continue the process, adding one more circle to the frame.

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 10: "Make 8 and 9," students are asked to use two-color counters to model different combinations that add up to 8. The "Guided Practice" section instructs the teacher to, "Have children use two-color counters to show different ways to make 8. Ask: 'How many red counters do you have? How many yellow counters? How many in all?'"

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

In kindergarten, 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 Lesson 15: "Add Within 5," the materials offer students opportunities to use counters on a five-frame bus workmat in the *Student Book* to model the problem. These questions and tasks provide direct opportunities for students to create concrete models and pictorial representations.

The materials provide opportunities for students to create concrete models and pictorial representations of mathematical situations. For example, in Lesson 9: "Make 8 and 9," students are directed to use connecting cubes to model number combinations that add up to 8. The materials state, "Give students 8 connecting cubes. Have them snap the cubes together to show two parts that make 8." Additionally, the materials include visual representations by prompting students to record the combinations with

drawings. The *Student Worktext* features split boxes and number bonds, where students illustrate the two groups using pictorial models, reinforcing conceptual understanding through multiple representations.

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

Questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts. For example, in Lesson 7: "Make 6 and 7," the materials have a problem-solving connection. The materials state, "Read the problem as a class. Display a problem and read it aloud. Discuss the problem with children to make sure they understand what it is asking before having them think about ways to solve it." The *Student Workbook* pages provide problem-solving situations such as, "There are 5 children. There are 2 adults. How many people are there in all?" Students are encouraged to draw and write their responses in the *Student Workbook* pages.

The materials provide questions and tasks that provide opportunities for students to apply conceptual understanding to new problem situations and contexts. In kindergarten, students use models to understand addition and subtraction. Next, students apply their knowledge to a real-world scenario: "There are 10 green apples and 10 red apples. How many apples are there in all?"

The materials provide questions and tasks that provide opportunities for students to apply conceptual understanding to new problem situations and contexts. In kindergarten, students use models to understand the concepts of addition and subtraction. Next, students apply their knowledge to a real-world scenario: "A bunny hops 9 times. Then he hops 2 more times. How many times did the bunny hop?"

5.2 Development of Fluency

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

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

The materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level mathematical tasks. For example, in Lesson 12: "Compare Within 10," the materials guide the students to participate in "repeated practice identifying, representing, and comparing quantities up to 10." The materials guide students in using number cards, objects, and oral counting routines. The materials guide the students to engage in quick recognition activities and fluency games, such as showing several fingers or using ten-frames, that reinforce instant recall of number representations.

The materials provide tasks designed to build student automaticity and fluency necessary to complete grade-level mathematical tasks. For example, in Lesson 8: "Make 6 and 7," the materials direct the teacher to have students build multiple combinations for the numbers 6 and 7. The materials instruct teachers to provide students with manipulatives, such as connecting cubes and number cards. The materials guide the teacher to build fluency routines and repeated modeling to help students internalize combinations more efficiently.

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

Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures throughout learning pathways. In the kindergarten materials, students use counter manipulatives to represent numbers one–three. They then draw to represent the number and fingers to represent and count the numbers. The materials include repeated exercises throughout the first unit to reinforce fluency with numbers.

In the kindergarten materials, Lesson 2: "Count 1, 2, and 3," the materials guide educators and students through mathematical discourse and visual models. Students count objects and match them to a corresponding number. Students then make motions to count and use 10 frames to show a number in different ways. Such procedures also allow students to complete more complex concepts and apply them to real-world problems.

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

The materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways. For example, in Lesson 17: "Subtract Within 5," prompts students to solve subtraction problems using multiple methods, including connecting cubes, pictures, and number sentences. The materials guide teachers to ask questions such as, "Can you solve this another way?" and "Which way was easiest for you?"

The materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways. For example, in Lesson 16: "Understanding Subtraction," students use drawings, connecting cubes, and number paths to represent subtraction problems within 10. The materials prompt teachers to ask, "Can you think of another way to solve this?" and "Which way helped you understand the problem best?"

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

The materials contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems. For example, in Lesson 22: "Understand Teen Numbers," as a group of ten and some ones, students build teen numbers using ten-frames and linking cubes. The materials prompt teachers to ask, "What do you notice about the group of ten?" and "How can showing ten first help you count the total faster?"

The materials contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems. For example, in Lesson 23: "Read and Write Teen Numbers," students use ten-frames and linking cubes to represent numbers from 11–19. The materials prompt the teacher to ask, "How does starting with ten help you write the number?" and "Can you use the group of ten to figure out how many ones there are?"

Materials contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems. In Lesson 22: "Understand Teen Numbers," students are counting teen numbers. Students count the number of each object and document the answer. They are then guided to group ten items together and count on from the grouping. The materials encourage students to count all objects one by one and gradually introduce more efficient approaches, such as recognizing groups of five and then counting from there.

5.3 Balance of Conceptual Understanding and Procedural Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.3a	The materials in kindergarten do not explicitly state how the conceptual and procedural emphasis of the TEKS is addressed.	0/2
5.3b	All criteria for guidance met.	3/3
5.3c	All criteria for guidance met.	6/6
—	**TOTAL**	9/11

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

The materials do not explicitly state how the conceptual and procedural emphasis of the TEKS are addressed. The kindergarten materials are not TEKS-aligned and only embed the Standards for Mathematical Practice (SMP) within each lesson. For example, each unit begins with content objectives, language objectives, and a learning progression; however, the lessons do not include any conceptual or procedural emphasis on the TEKS, as these materials are aligned with the Common Core.

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

The kindergarten materials include questions and tasks that provide opportunities for students to use concrete models, pictorial representations, and abstract models. However, there is no indication whether the TEKS requires this. No TEKS are present in the kindergarten materials.

In Lesson 13: "Make 10," students use snap cubes to model combinations of 10. Students will use ten-frames to draw counters to complete the ten-frame, such as drawing four more counters to add to the six counters to make 10, as shown in the *Student Workbook*. Students are then prompted to trace the number 10 and draw two sets of counters that equal 10, for example, 5 + 5.

In Lesson 14: "Understand Addition," teachers are directed to guide students in understanding addition by using small, concrete classroom objects, such as crayons, to solve the addition equation 2 + 1. The materials prompt teachers to guide students in matching addition sentences to pictures that represent the pictorial models in the *Student Worktext*. The kindergarten materials direct teachers to have students demonstrate their understanding by drawing pictures to illustrate two groups of objects that can be combined to make a total of 5, and show their thinking by generating an addition problem.

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 kindergarten materials include supports for students in connecting concrete and representational models to abstract (symbolic, numeric, and algorithmic) concepts; however, there is no indication that the TEKS requires it. For example, in Lesson 13: "Make 10," students use snap cubes to model combinations of 10. The materials prompt teachers to direct students' attention to the workmat in the *Student Worktext*, helping them see that it illustrates the problem they will be modeling. Students will complete a cube train using different-colored cubes to form a train of 10. The kindergarten materials prompt students to explain how they determined the number of cubes needed to complete the combination.

In Lesson 13: "Make Ten," students will use ten-frames to draw counters to complete the 10-frame, such as drawing four more counters to add to the six counters to make 10, as shown in the *Student Worktext*. The kindergarten materials direct students to choose three different ways to complete the ten-frames with red and yellow counters, creating concrete and representational models to make various sets of numbers that equal 10. By connecting concrete and representational models to abstract mathematical ideas, students develop a stronger conceptual foundation before working with symbolic or algorithmic procedures.

In Lesson 14: "Understand Addition," the hands-on activity involves students representing numbers with crayons for an addition problem. They then use their fingers to practice joining numbers. Students then share the total by viewing an expression with the addition symbol. The activity continues using a new set of numbers and alternative classroom objects. Materials include supports for students in creating concrete and representational models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS.

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 10: "Make 10," the materials guide the teacher to have students practice counting to ten in a step-by-step problem-solving model. The materials state, "Model combinations of ten. Have students model the problem on the workmat on the *Student Book* page by placing nine connecting cubes of one color on one part of the workmat and one connecting cube of another color on the other part."

The materials ask the teacher to pass out counters to model the addition problem. The instructions state, "Use counters to model the problem. Have children use counters on the five-frame in the 'bus' workmat on the student book page to model the problem. Write and read a corresponding number sentence. Write: '__+__=__' on the board. Invite children to help you complete the number sentence to show the problem. Guide children to complete the number sentence on the Student Book page."

In the kindergarten materials Lesson 3: "Count 4," students are provided opportunities to count to four using dots, dice, and paper plates arranged in a square to compare with the dice. The materials prompt teachers to ask students open-ended questions to enhance mathematical language development when counting to 4. The kindergarten materials provide 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 extend students' use of academic vocabulary in context when communicating with peers and educators. In Lesson 3: "Count 4," students can complete the challenge activity of finding arrangements for 4. The activity allows students to collaborate to find

different ways to cross out four dots on each dot card. The activity states, "Ask children to discuss the patterns or differences they notice for each dot card they mark."

In the kindergarten materials, Lesson 10: "Make 8 and 9," includes embedded guidance for the teacher to scaffold and support students by reviewing terms such as *equal*, *equal to*, and *same as* when adding numbers to make 8 and 9. The materials extend students' academic vocabulary by having mathematical discourse discussions about the task in the *Student Workbook*, using ten-frames to make 8 and 9 using counters, and explaining how each frame cannot be made using equal subgroups. In the kindergarten materials, embedded teacher guidance is included to scaffold, support, and extend students' use of academic mathematical vocabulary in context when communicating with peers and educators.

Lesson 18: "Add Within 10," includes embedded teacher guidance prompting teachers to lead discussions with students to scaffold and support the use of students' academic vocabulary, building on their knowledge of terms such as *more*, *total*, and *equals*. The kindergarten materials in Lesson 18 prompt teachers to encourage students to tell addition story problems for various groups of objects using the *Student Workbook*.

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

The materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse. For example, in Lesson 11: "Count 10," the materials offer teacher guidance to use academic vocabulary in oral discourse. The materials state, "encourage children to describe groups of ten they find in the picture. Before beginning this page, explain that this lesson is all about counting to ten. Invite children to describe the groups of ten in the picture. Validate all observations but guide the conversations so that counting is often included."

In Lesson 12: "Make 10," the materials offer guidance for students to make 10 with the teacher. The materials state, "invite children to dump the counters on the table, then sort them by color. Then have children place the counters on the 10-frame, grouping same-colored counters together. Ask children to tell how many counters there are of each color and how many total counters there are. For example, they say 5 red and 5 yellow makes 10. Have children repeat this process several times."

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

The kindergarten materials include embedded guidance to facilitate mathematical conversations, allowing students to hear, refine, and use math language with peers. For example, the kindergarten materials in Lesson 6: "Make 3, 4, and 5" include embedded guidance for mathematical conversations to occur through the Hands-on Activity. The materials direct teachers to put students into pairs and have them use mathematical language, such as creating number pairs, for example, 3 and 2, total 5. Students

are to repeat the process until they have shown several numbered pairs to make totals of 3, 4, and 5 with connecting cubes.

The kindergarten materials include a mathematical discourse within Lesson 6 to refine the lesson, encouraging students to use math language with their peers.

In the kindergarten materials, Lesson 11: "Count 10" includes guidance for mathematical conversations to occur through hands-on activities. The materials direct teachers to put students into pairs and have them use mathematical language to form groups of 10 using a ten-frame to verify their answers. The materials offer guidance to facilitate a mathematical discourse to refine students' conversations, allowing students to discuss with each other about how the student and their partners came up with their answers in "pairs," reinforcing the lesson and *Student Workbook* pages.

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. For example, in Lesson 30: "Names Shapes," Guided Practice, teachers are given an Error Alert to help students identify triangles no matter their orientation, as well as guidance for labeling a square. Materials include embedded guidance to support and/or redirect inaccurate student responses. The "Differentiated Instruction" section gives the teacher potential responses, as well as corrections to aid student understanding.

In Lesson 20: "Practice Facts to 5" of the kindergarten material, there is an Error Alert listed under the independent practice. It states, "Some children may make errors because they are having trouble reading the number sentences . . . for children still struggling, use dot cards to help children visualize sentences."

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	The kindergarten materials do not include TEKS process standards integrated appropriately into the materials.	0/1
5.5b	All criteria for guidance met.	2/2
5.5c	The kindergarten materials do not include an overview of the TEKS process standards incorporated into each lesson.	0/1
—	**TOTAL**	2/4

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

The kindergarten materials do not include TEKS process standards integrated appropriately into the materials.

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 give examples of what the materials use and examples of 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."

The kindergarten materials state, "The Standards for Mathematical Practice (SMP), which support the teaching of the content standards through intentional, appropriate use, are fully integrated throughout each lesson in the Ready student book."

Materials include a description of how process standards are connected throughout the learning pathways. The overview of the *Teacher Guide* states the learning progression, "helps teachers see the standard in context, how the standards build on prior knowledge, particularly from the previous grade, and how it leads to the expectations for the next year."

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

The kindergarten materials do not include an overview of the TEKS process standards incorporated into each lesson.

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.

Materials provide opportunities for students to engage in problem-solving through the SMP. In the "Modeled Instruction" component of Lesson 2: "Count 1, 2, and 3," the SMP tip for teachers states, "allowing students significant time to think through the problem on their own encourages them to try different approaches if their first or second attempt does not work."

The Teacher Overview in the materials for kindergarten states, "guided practice models self-questioning and mathematical habits of mind as students solve problems and discuss their solutions." In Lesson 2 students are asked and need to consider, "How do you know there are 2 spoons, not 3 spoons?" The materials provide opportunities for students to think mathematically through productive struggle in solving problems.

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

Materials support students in understanding, explaining, and justifying that there can be multiple ways to solve problems and complete tasks. In Lesson 6: "Make 3, 4, and 5," students explore various combinations that make 3, 4, and 5 using connecting cubes and drawings. The instructional materials prompt students to record each different combination and represent it with a number sentence. Teachers are guided to ask, "Can you find another way to make 4?" and "How do you know both ways are correct?"

In Lesson 9: "Count 8 and 9," students count different groups of objects and consider strategies for finding totals. Students use pictures and manipulatives to represent quantities and are asked to describe how they counted. The teacher is prompted to ask, "Is there another way you could have counted these?" and "How did your method help you keep track?"

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.

The kindergarten materials are designed to require students to make sense of mathematics through multiple opportunities for students to engage in and write about math with peers and/or educators. In Lesson 21: "Understand Teen Numbers," the materials provide hands-on activities that engage students in math concepts using manipulatives and ten-frames that require students to draw and write the corresponding numbers. Students engage in problem-solving, develop perseverance, and show the ability to make sense of complex concepts.

In Lesson 21: "Understand Teen Numbers," the materials provide mathematical discourse discussions that the teachers guide to engage students in mathematical discussions with peers and educators. The materials state, "When you look at a teen number, how can you tell how many 'extras' there are?" The materials outline possible understandings that students may share during math discussions with educators and peers.

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 6: "Make 3, 4, and 5," students create multiple combinations to represent the numbers 3, 4, and 5 using connecting cubes. The teacher prompts students to explain how they made each number and compare their combinations with a partner. Students are also asked, "How do you know your combination is correct?"

In Lesson 9: "Count 8 and 9," students count sets of eight and nine objects using different arrangements. The materials prompt students to justify how they counted and to compare their strategy with a partner's. Teachers ask, "Did someone count a different way?" and "Why do you think both answers are correct?"

In Lesson 13: "Make 10," students explore number combinations that add to 10 using linking cubes, drawings, and number sentences. Students are asked to record all combinations and explain how they found them. The *Teacher Guide* includes the question, "Can you prove that your combination makes ten?" and encourages students to share their reasoning with the class.

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

Materials include prompts and guidance to support educators in providing explanatory feedback based on student responses and anticipated misconceptions. In Lesson 15: "Add Within 5," teachers are guided to provide differentiated support for students based on misconceptions or extensions they may need. The prompting includes, "after providing remediation, check children's understanding by posing another word problem . . ." Guidance includes how to address three different errors, such as the students answering one or four apples, answering four or six apples, and stating five but not writing a different numeral.

In Lesson 17: "Subtract Within 5," teachers are guided to provide differentiated support for students based on misconceptions or extensions they may need. The prompting includes posing a subtraction word problem, then using a chart as guidance for students who are struggling.