Zearn

Supplemental English Mathematics, 3
Zearn Math for Texas, Grade 3

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9798888683903**	**Both Print and Digital**	**Adaptive**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	218	12	Flags Not in Report	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	19 out of 21	90%
2. Progress Monitoring	15 out of 19	79%
3. Supports for All Learners	33 out of 37	89%
4. Depth and Coherence of Key Concepts	16 out of 16	100%
5. Balance of Conceptual and Procedural Understanding	38 out of 38	100%
6. Productive Struggle	19 out of 19	100%

Breakdown by Suitability Noncompliance and Excellence Categories

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

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	0
Category 6: Promoting Sexual Risk Avoidance	0

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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	All criteria for guidance met.	5/5
1.1b	All criteria for guidance met.	3/3
1.1c	Materials do not include a TEKS correlation guide with recommended skill entry points based on diagnostic assessment results.	0/2
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.

The "Course Guide" includes an alignment guide outlining the Texas Essential Knowledge and Skills (TEKS) for each mission and a rationale stating that the sequence "strategically builds from foundational multiplication and division concepts to applications in measurement, fractions, geometry, and real-world contexts," with each mission "aligning horizontally across concepts" and addressing TEKS-based conceptual understanding and fluency. The "Curriculum Overview" presents a structured sequence beginning with multiplication and division and progressing through measurement, area, fractions, and data. The adaptive platform guides students through a consistent mission sequence and provides a rationale for its vertical and horizontal design. The "Course Guide" states that students apply their skills to real-world scenarios, preparing them for proportional reasoning and algebraic concepts in middle school. This illustrates how concepts build within and across grade levels.

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.

The "Course Guide" includes an implementation guide outlining pacing, instructional groupings, and digital and small-group instruction strategies. This guide appears in the "Classroom Implementation" section.

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The materials recommend that students complete at least three weekly digital lessons. The structure includes fluency, problem-solving, independent practice, and lesson debriefing.

The materials include embedded supports that address student needs, including bilingual learners, students requiring intervention, and those ready for enrichment.

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

The materials do not include a diagnostic assessment to identify student proficiency levels or determine appropriate skill entry points.

The materials do not provide recommended skill entry points based on diagnostic assessment results. While the materials include formative assessments, such as the "Tower of Power" and "Mission-Level Assessments," these tools do not establish initial instructional placement and are not tied to diagnostic data.

The materials follow a fixed mission sequence that begins with multiplication and division using equal groups and area models and concludes with geometry, perimeter, and data representation. Although reports like the "Pace Report" and "Tower Alerts" offer insight into student progress, they do not provide diagnostic recommendations or support personalized entry points.

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

The materials provide unit-level internalization support in the "Structure of a Mission" section, which outlines each mission's core mathematical goals, prioritizes TEKS, anticipates misconceptions, and defines mission-specific vocabulary.

At the lesson level, the materials offer internalization tools such as "Guided Practice" with embedded teacher prompts, targeted "Fluency Activities" aligned with upcoming content, and "Exit Tickets" designed to reveal common misunderstandings, allowing educators to tailor instruction responsively.

The "Course Guide" aids educators in internalizing content by presenting structured summaries that connect lesson objectives to daily instruction, while highlighting where teachers should focus on modeling strategies, supporting mathematical discourse, and reinforcing conceptual understanding.

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

The "Implementation Playbook" provides a structured four-phase model—Prepare, Launch, Grow, Reflect—that guides instructional leaders through planning, classroom integration, and ongoing implementation support. The "Getting Started with Zearn Math" guide and the "Zearn Math School

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Implementation Checklist" include pacing guidance for 60-, 75-, and 90-minute math blocks, weekly instructional schedules, and step-by-step onboarding tools to help leaders monitor teacher progress and support implementation milestones. The "Leader Implementation Toolkit," "Zearn Professional Learning Modules," and "Model Lessons and Walkthrough Guides" provide facilitation resources, asynchronous training, and sample lessons to support instructional coaching and professional learning throughout the school year.

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1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	This guidance is not applicable to the program.	N/A
1.2b	All criteria for guidance met.	5/5
1.2c	All criteria for guidance met.	2/2
—	TOTAL	7/7

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.

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

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.

Materials provide lesson overviews with TEKS- and ELPS-aligned learning objectives. Instructional components include guided practice, scaffolded fluency, and independent digital tasks. For instance, a grade 3 lesson focuses on determining the area of a rectangle by multiplying side lengths, aligning with TEKS 3.6C. Students also meet an ELPS objective by explaining their strategy using vocabulary like *length*, *width*, and *product*, supported by sentence frames and visuals, aligning with ELPS 1.E, 3.D, and 4.F. The "Course Guide" includes lesson overviews with TEKS- and ELPS-aligned objectives, suggested time frames for teacher-led lesson components, and assessment resources.

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

The materials include "Family Tip Sheets" for each mission in English and Spanish. These resources provide overviews of unit goals, introduce academic vocabulary, and offer suggestions, such as guiding questions and home activities. For example, the grade 3 Mission 5 "Family Tip Sheet" includes the question, "How do you know if two fractions are equivalent?" and an activity using number lines to compare fractions.

Each "Family Tip Sheet" includes content that matches the TEKS addressed in the corresponding mission, helping families understand and support the specific grade-level standards.

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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	Materials do not include digital assessments with printable versions and accommodations, such as text-to-speech, content and language supports, and calculators, which educators can enable or disable to support 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 complexity levels.	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.

The materials define the types of instructional assessments embedded within each mission, including grade 3 "Course Guide" references to "Lesson Checkpoints," "Tower of Power," "Mission-Level Assessments," and "Selected Response Practice." The "Course Guide" explains that "throughout each mission, students engage in embedded formative and summative assessments that measure progress, reinforce learning, and identify areas where additional support is needed." The materials describe the "Tower of Power" as a scaffolded, mastery-based assessment at the end of each independent digital lesson, mirroring the progression of learning with increasing complexity. "Lesson Checkpoints" ensure students grasp essential concepts before continuing and provide immediate scaffolded support to address misconceptions. The materials state the intended purpose of each instructional assessment type. They explain that these assessments inform instruction, identify misconceptions, gauge progress, guide instructional decisions, and support educators in making adjustments.

The grade 3 "Course Guide" details that "Lesson Checkpoints" support mastery of essential concepts, while the "Tower of Power" provides scaffolded, mastery-based assessments aligned with the lesson's progression. "Mission-Level Assessments" include open-ended questions scored with a rubric to identify strengths and misconceptions. "Selected Response Practice" items reinforce key mission content and build confidence with item types commonly found on state assessments.

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

The materials include an End-of-Mission Rubric that provides clear guidance for scoring student responses. The rubric outlines criteria that help educators evaluate student work accurately, supporting objective evaluation of progress. Including this rubric ensures that scoring reflects student performance in relation to learning goals.

The materials place "Lesson Checkpoints" and the "Tower of Power" at predictable points within the instructional sequence, supporting educators in clearly locating assessments. The placement ensures that scoring aligns with the intended instructional flow, contributing to accurately measuring student learning.

The Grade 3 Course Guide specifies when to administer assessments, including "Lesson Checkpoints," the "Tower of Power," "Mid-Mission," and "End-of-Mission Assessments."

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 provide printable versions of the digital assessments.

The materials do not allow educators to enable or disable text-to-speech features within digital assessments for individual students. The materials include text-to-speech and visual representations, but educators cannot enable and disable these features based on individual need.

The materials do not include calculator features or content language supports that educators can adjust to meet the needs of diverse learners.

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

The materials do not provide a diagnostic assessment to identify student needs or inform placement decisions. The *Zearn* "Help Center" states that *Zearn Math* includes a series of ongoing formative assessments that offer actionable insights for students to understand.

The materials recommend that educators place students in the first-grade-level unit that aligns with the core math curriculum. They do not include a beginning-of-year or end-of-year diagnostic assessment to inform individualized learning plans or support targeted instruction.

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

The materials include formative assessments aligned with TEKS standards. Tasks include using arrays to write multiplication facts, number bonds, skip counting, using counters to create number sentences, creating groups of objects, drawing pictures to represent division problems, and discussing the relationship between math operations.

The materials include formative assessments with varying levels of complexity. Tasks range from identifying objects in groups to creating groups with given objects, and representing multiplication facts using different visual models.

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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	All criteria for guidance met.	2/2
2.2d	This guidance is not applicable to the program.	N/A
2.2e	All criteria for guidance met.	1/1
—	TOTAL	7/7

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

The materials include scoring rubrics for the "Mid-Mission Assessment" and "End-of-Mission Assessment," which provide four levels of student performance: Initiating Understanding, Developing Understanding, Nearing Understanding, and Full Understanding. Each level includes descriptions and examples of student work to support the interpretation of student performance.

In grade 3, Mission 7, the "End-of-Mission Assessment" rubric includes examples of student responses aligned to each performance level. For example, the rubric notes that a student who draws a correct visual model but cannot use it to solve the problem demonstrates Initiating Understanding of perimeter.

"Selected Response Practice" items include rationales for correct and incorrect responses.

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

The materials include guidance for using assessment reports to identify trends in student understanding and inform instruction. According to the grade 3 "Course Guide," the "Progress Report" provides "an at-a-glance view of lesson completion and Tower of Power success over time." This report enables teachers to monitor long-term progress and identify instructional needs across missions, supporting responsive planning with included tasks and activities.

The materials provide real-time data tools that guide teachers in selecting instructional responses to performance trends. The "Tower Alerts Report" notifies teachers when students miss three or more questions on the "Tower of Power," indicating a breakdown in understanding. The report shows whether students accessed embedded scaffolds and completed the lesson, helping teachers determine when to assign reteaching tasks or revisit key content using a "Math Chat."

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The materials link foundational support and small-group lessons to specific assessment results, allowing teachers to address gaps in understanding. The "Tower Alerts Report" identifies the TEKS that a student struggles to master. Teachers can use a small-group lesson on that TEKS in combination with a "Foundational Guidance Lesson" from a previous grade level.

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 provide multiple tools for teachers to monitor student progress and growth. Reports such as the "Class Report," "Curriculum Progress," "Pace and Progress," "Pace Report," "Progress Report," "Tower Alerts," "Sprint Alerts," and "Student Report" support identification of performance trends, tracking of lesson completion, intervention needs, and adjustments to instruction based on student needs.

The materials include a "Tower Report" that allows teachers to monitor student progress on specific TEKS. In addition, paper-based small-group lesson materials include assessment answer keys and recording sheets supporting student performance tracking on targeted standards.

The materials include student-facing tools such as the "Student Lesson Calendar," "Weekly Goal Tracker," and "Challenge Trackers." These tools support tracking digital lesson completion and enrichment activity progress. The "Student Progress Tool" includes guidance for students to monitor weekly digital lesson completion and reflect on progress.

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.

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

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

The materials embed checks for understanding within each lesson through digital feedback, lesson checkpoints, and scaffolded instructional supports. The embedded tools respond to real-time student input, guide corrective pathways, and support content mastery before progression.

The materials include "Mid-Mission Assessments" that evaluate conceptual understanding, reasoning, and problem-solving after several lessons within each mission. The materials provide a rubric to analyze student thinking, identify misconceptions, and inform small-group instruction. These assessments serve as periodic checkpoints at key points in instruction.

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Each digital lesson concludes with a "Tower of Power," a scaffolded, mastery-based assessment determining whether students advance in the digital sequence. If students do not advance successfully, the materials deliver immediate support through a scaffolded Boost, followed by a new opportunity to demonstrate understanding. This structure ensures a consistent cycle of checks for understanding across all lessons.

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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	The materials do not include explicit educator guidance for enrichment and extension activities for students who have demonstrated proficiency above grade level content and skills.	1/2
3.1d	The materials do not have digital accommodations, such as text-to-speech, content and language supports, or calculators, that educators can enable or disable for individual students.	0/3
3.1e	All criteria for guidance met.	2/2
—	TOTAL	8/12

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

The materials include explicit educator guidance for supporting students who have not yet reached grade-level proficiency. In Mission 3, the "Teacher Lesson Materials" prompt educators to guide students in using strip diagrams and paper strips to model multiplication comparison problems. Teachers lead students to trace and label rows in arrays and use targeted questions to connect visual models to multiplication expressions.

The materials provide scaffolded fluency supports in Mission 5. The guidance directs teachers to limit practice to the first few multiples of each number for students who struggle with larger values. The materials advise educators to build foundational fluency with factors such as two, three, and five before progressing to more complex factors.

The "Teacher Lesson Materials" include structured, scripted small-group lessons that support conceptual understanding and procedural fluency in multiplication. Educators prompt students to use repeated addition, equal groups, and concrete models such as counters or tiles. Sample teacher language includes, "Show three groups of four counters. How many do you have in each group? What is the total?" to help students make sense of multiplication as equal groups.

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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 educator guidance on providing and incorporating linguistic accommodations for all levels of language proficiency as defined by the 2026 ELPS (Pre-Production, Beginning, Intermediate, High-Intermediate, and Advanced). The materials embed vocabulary support within lessons by directing students to say new words aloud while tracing arrays with fingers or colored pencils and using real-world items, such as cupcake pans, to reinforce terms like *row* and *array* in Mission 1, and by pairing terms such as *array* and *area model* with visual representations and teacher-led discussions in Mission 4. The materials provide strategies to reinforce unfamiliar language during instruction, such as introducing the informal use of the term *distribute* before formal instruction and guiding students to read, say, and apply the term *parentheses* while writing and solving expressions in Lesson 15. Additional supports include sentence frames in teacher notes, glossary tools that define academic vocabulary, visual models embedded in tasks, and prompts for structured partner discussion and explanation.

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

The materials include "Small-Group Lesson Materials" that feature margin notes and prompts designed to extend mathematical discourse and critical thinking.

The materials provide designated enrichment lessons and components for students demonstrating proficiency, including Lessons 7 and 8 in Mission 4, which are recommended for use only when students show a deep understanding.

The materials include enrichment activities that deepen understanding of grade-level content, such as Mission 2, where students write and exchange original word problems based on personal experiences, and Mission 6, Topic A, Lesson 3, where students explore financial literacy by researching professions and salaries that interest them to apply math concepts in real-world contexts.

Educators can adjust the digital pacing for students to provide enrichment and extension opportunities for students who have demonstrated above-grade-level proficiency; however, the materials do not provide explicit guidance for educators.

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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.

The materials include embedded text-to-speech functionality within Digital Assessments and lessons, but educators cannot enable or disable this support for individual students.

The materials include content and language support, such as verbal cues and visual scaffolds, available to all students by default; however, the educator cannot selectively assign or manage these supports.

The materials do not provide a digital calculator tool or any other accommodation that educators can enable or disable to meet individual student needs.

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

The materials prompt students to partition wholes and explain their understanding of fractional units through flexible activities, such as hands-on station work and fractional art museum tasks. In Mission 5 small-group lessons, teacher materials include guidance for using manipulatives and visual models during concept exploration, allowing students to express their thinking by creating and discussing physical representations of fractions.

The materials guide teachers in supporting varied forms of student expression through concrete models, discussion prompts, and drawing tools. In small-group instruction, the "Concept Exploration" and "Lesson Synthesis" sections offer structured opportunities for students to demonstrate their understanding through verbal explanations, drawings, or physical modeling using fraction strips or number lines.

The materials support multiple means of action and expression through digital and small-group formats, encouraging students to model math concepts in various ways. For example, students use digital manipulatives in "Guided Practice" and then complete related paper-based "Student Notes," reinforcing their understanding through drawing, labeling, and justifying their thinking in writing or discussion.

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3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	5/5
3.2b	This guidance is not applicable to the program.	N/A
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	12/12

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 prompts and guidance to activate prior knowledge and anchor big ideas at the start of instruction. In Mission 1, Lesson 2, the teacher materials prompt a review of skip counting from earlier grades as a foundation for multiplication. The lesson uses counters and finger models to form equal groups of two, building conceptual connections between repeated addition and multiplication. These teacher-facing supports establish a bridge between prior learning and grade-level expectations.

The materials provide prompts that highlight and connect key patterns and features through multiple means of representation. For example, a guided digital lesson presents an array with four rows and six columns, followed by a number bond, and a multiplication equation. This sequence supports recognition of consistent structural features across visual and symbolic formats.

The materials include guidance to connect key relationships through explicit prompts and multiple representations. In one guided activity, the teacher asks, "What did you notice is the relationship between the two side lengths and the area?" The question prompts students to use arrays, labeled side lengths, and multiplication equations to show their thinking. The task reinforces the mathematical connection between visual and numeric forms.

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

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

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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 structures and guidance to support collaborative and independent learning opportunities within a multi-tiered intervention framework. In Mission 5, Lesson 1, a measurement activity prompts partners to work with different units, compare answers, and engage in structured discussion using suggested questions. This structure supports peer collaboration and reinforces conceptual understanding.

The materials support intervention across instructional structures. Educators use printed lessons in whole-group, small-group, or individual instruction settings.

The "Tower of Power" offers individualized digital practice with embedded scaffolds. When a mistake occurs, a "Boost" breaks the task into smaller steps and supports correction, allowing for mastery within the lesson pathway.

The "Course Guide" outlines how to use performance data to determine instructional needs and plan targeted support. The "Tower Alerts Report" flags areas for intervention and helps form small groups for reteaching. These supports ensure that practice types and structures are responsive to varied learning needs.

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

The materials include enrichment and extension strategies that support various forms of engagement. In Mission 4, Lesson 7, a task prompts the creation of a real-world word problem based on area models, encouraging the application of concepts beyond core content.

In Mission 7, Lesson 11, a perimeter activity provides a challenge through side lengths that require conversions, supporting exploration beyond grade-level expectations. The "Multiple Means of Engagement" section includes teacher-facing prompts to guide deeper thinking during these tasks.

The "Course Guide" outlines strategies for implementing enrichment and extension opportunities. The materials support educators in using "Digital Bonuses," "Optional Practice Problems," and small-group discussion prompts to extend learning. Suggestions include increasing pacing, highlighting complex problems, and guiding students to engage with content that exceeds grade-level expectations through independent work or reflection.

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

The materials include prompts and guidance to support the delivery of timely feedback during instruction. In Mission 1, Lesson 1, the "Concept Exploration" section consists of the prompt, "How can you figure out the cost of the yellow hat?" This open-ended question elicits students' reasoning and provides an opportunity for the teacher to assess understanding and address misconceptions in real time. The materials support this process by including discussion prompts, such as "Can you explain your thinking?" and "Why did you choose that strategy?" These prompts guide students in articulating their problem-solving approach, enabling the teacher to deliver immediate, targeted feedback.

The materials include embedded digital scaffolds to support immediate feedback. In the "Tower of Power," a "Boost" is triggered when an incorrect answer is selected. The "Boost" breaks the task into smaller steps, helping students reengage with the concept.

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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	This guidance is not applicable to the program.	N/A
3.3b	All criteria for guidance met.	4/4
3.3c	All criteria for guidance met.	1/1
3.3d	All criteria for guidance met.	8/8
3.3e	This guidance is not applicable to the program.	N/A
—	TOTAL	13/13

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.

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

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.

The materials include linguistic accommodations for all levels of language proficiency as defined by the 2026 ELPS (Pre-Production, Beginning, Intermediate, High-Intermediate, and Advanced).

Zearn digital lessons embed visual models and interactive representations to support students at the Pre-Production and Beginning levels. Sentence frames and structured response prompts appear in teacher notes to guide oral and written expression at the Intermediate and High-Intermediate levels.

Glossary tools define academic vocabulary in context, and teacher materials provide questions that require precise mathematical language, supporting students at the Advanced level.

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

The materials provide educator guidance on implementing the program within state-approved bilingual or ESL instructional models, such as dual language, transitional bilingual, or ESL pull-out programs. The materials include a "Supports for Emergent Bilingual Students" section in the "Course Guide" that provides educators with accommodations and supports for emergent bilingual students.

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 guidance for developing academic vocabulary through oral and written discourse. Supports include sentence frames, partner talk in "Concept Exploration," and bilingual vocabulary notebooks, as described in the "Vocabulary Notebook" and the grade 3 "Course Guide." Lesson guidance connects terms like *factors* to Spanish cognates, such as *factores*, to reinforce meaning across languages.

The materials support comprehension and background knowledge through oral and written tasks that use familiar contexts and guided questions. For example, lessons suggest replacing unfamiliar terms like *hayrides* and *orchards* with *rides* and *carnival*. Additional prompts guide students in explaining visual models of multiplication or time using number lines and clocks.

The materials embed cross-linguistic connections in oral and written formats. Supports include bilingual glossaries, Spanish cognates such as *product/producto*, and guidance for previewing vocabulary using visuals. These strategies appear in the "Supports for Emergent Bilingual Students" section of the grade 3 "Course Guide" and are reinforced in "Vocabulary Notebook" and "Warm-Up" routines.

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.

The materials include practice opportunities through learning pathways that require students to demonstrate a depth of understanding aligned with the TEKS. For example, in grade 3, Mission 4, Lesson 1, the lesson prompts students to place square tiles to measure the area of rectangles, then use number sentences to represent multiplication. The "Practice Problems" sections provide additional tasks, including identifying arithmetic patterns, solving multiplicative comparison problems, and using strip diagrams to represent equal groups.

The materials include instructional assessments throughout learning pathways that require students to demonstrate a depth of understanding aligned with the TEKS. "Exit Tickets," "Mid-Mission Assessments," and "End-of-Mission Assessments" include tasks such as decomposing composite figures to find total area, using arrays to solve multiplication problems, and interpreting strip diagrams to analyze mathematical relationships.

The assessments reinforce coherence by guiding the progression from concrete representations to abstract reasoning, supporting conceptual understanding, and connecting new learning to previously taught content.

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

The materials include core tasks that progress in rigor and complexity to grade-level proficiency and functions that extend beyond grade-level expectations.

Enrichment and extension activities provide multistep application problems and opportunities to generalize strategies across contexts.

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Examples include adaptive digital lessons that increase in difficulty within missions and extension problems in teacher materials that require students to explain reasoning, compare solution strategies, and apply concepts in varied contexts.

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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 include practice opportunities through learning pathways that require students to demonstrate a depth of understanding aligned with the TEKS. For example, in grade 3, Mission 4, Lesson 1, the lesson prompts students to place square tiles to measure the area of rectangles and then use number sentences to represent multiplication. The "Practice Problems" sections provide additional tasks, including identifying arithmetic patterns, solving multiplicative comparison problems, and using strip diagrams to represent equal groups.

The materials include instructional assessments throughout learning pathways that require students to demonstrate a depth of understanding aligned with the TEKS. "Exit Tickets," "Mid-Mission Assessments," and "End-of-Mission Assessments" include tasks such as decomposing composite figures to find total area, using arrays to solve multiplication problems, and interpreting strip diagrams to analyze mathematical relationships.

The assessments reinforce coherence by guiding the progression from concrete representations to abstract reasoning, supporting conceptual understanding, and connecting new learning to previously taught content.

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

The materials do make connections through grade 6. According to the grade 3 "Course Guide," the sequence begins with counting and composing numbers in the early grades and progresses to operations with addition, subtraction, multiplication, and division. Geometry follows a similar trajectory, beginning with shape identification and advancing to classification, measurement, and spatial reasoning. In Mission 5: "Fractions as Numbers," students build a foundational understanding of fractions, preparing them for more advanced applications in grade 4 and beyond.

The materials reinforce vertical alignment through instructional models and scaffolding that link prior grade-level learning to current grade-level objectives. In Mission 1: "Multiply and Divide Friendly

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Numbers," the "Math Chat" revisits repeated addition from grade 2 using real-world models. Students progress from model-based reasoning to expressing multiplication using symbolic notation. The "Teacher Lesson Materials" describe how repeated addition spirals into foundational multiplication concepts, building procedural fluency, and setting the stage for future work with multi-digit multiplication.

The materials explicitly connect multiplication and area by guiding students to use arrays and repeated addition to determine the location of rectangles in Mission 4. Instruction then builds to decomposing composite shapes into smaller rectangles, reinforcing the relationship between multiplication and geometric reasoning. This sequence supports students in connecting mathematical structures and prepares them for more advanced geometry in later grades.

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 in grade 3, Missions 1 and 2, reinforce procedural fluency with place value, addition, and subtraction, which students apply when solving measurement problems involving length, weight, and capacity. This progression supports connections across lessons and prepares students for more complex multistep problem solving in grade 4.

The materials in grade 3, Mission 4, connect students' prior understanding of multiplication as repeated addition to new learning about area. Instruction begins with arrays and progresses to using multiplication to calculate the area of rectangles, reinforcing the relationship between operations and geometric measurement.

The materials in grade 3, Mission 5, build on students' foundational understanding of parts of a whole by introducing fractions through number line models and visual representations. Instruction supports future learning by developing concepts of equivalence and comparison, which prepare students for operations with fractions and decimals in grade 4.

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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.

The materials provide spaced retrieval opportunities by revisiting previously taught skills across lessons and missions. In grade 3, Mission 1, Lesson 1, the "Warm Up" includes a word problem that reviews two-digit addition and subtraction using the standard algorithm. In Lesson 4, the "Warm Up" prompts students to recall multiplication strategies such as arrays and number bonds while learning about division, reinforcing coherence across operations.

The materials integrate fluency activities that promote variety and spaced practice through multiple formats. In the "Digital Lessons" for grade 3, Mission 1, students complete activities such as "Make and Break 10" and timed "Sprints" involving multiplication and division facts with 10, revisiting foundational number relationships and promoting automaticity in computation.

The materials use small-group instruction and warm-ups to reinforce prior learning and deepen conceptual understanding. In grade 3, Mission 3, the "Teacher Lesson Materials" include fluency activities that review strategies such as skip-counting, the associative property, and decomposing facts using known relationships. The materials are built from concrete models to abstract algorithms, reinforcing multiplication concepts through repeated exposure and a progression of problem-solving strategies.

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

The materials provide interleaved practice that prompts students to apply previously learned strategies in new contexts across learning pathways. In grade 3, the "Warm Up" in the measurement learning pathway includes word problems that require students to use the distributive property, the standard algorithm, and "strip diagrams"—strategies previously introduced in Mission 1: "Multiply and Divide Friendly Numbers." This structure reinforces fluency and promotes transfer of understanding between content strands.

The materials incorporate warm-up and fluency activities that revisit previously taught models and representations. In grade 3, Mission 1, Lesson 1, the "Teacher Lesson Materials" include fluency exercises that use skip-counting and strip diagrams to reinforce multiplication strategies. In the "Digital Lesson,"

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students begin with pictorial models and progress to writing multiplication sentences, reinforcing conceptual connections through varied representations.

The materials integrate ongoing practice with previously taught concepts through real-world tasks and problem-solving routines. In grade 3, Mission 7, students apply operations and models such as number bonds and strip diagrams to solve multi-step word problems in Topics A and E. Geometry-focused lessons in Topics B–D build on earlier work by connecting attributes of shapes, perimeter, and area, ensuring that concepts like measurement, operations, and data analysis continuously spiral through integration across the year.

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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.

The materials prompt students to evaluate mathematical representations to assess their accuracy and reason through their effectiveness. In the area unit, students evaluate whether overlapping tiles affect the accuracy of an area model and explain why gaps or overlaps change the measured space. In Mission 2, Lesson 5, students use multiple solution strategies to evaluate whether a strip diagram correctly represents a given word problem.

The materials provide opportunities for students to interpret mathematical models using concrete and pictorial tools such as place value disks, strip diagrams, and arrays. For example, in Mission 3, Lesson 18, students interpret place value charts and arrays during "Math Chats" to understand multiplication of tens and determine what the model represents before solving.

The materials support students in analyzing visual models by comparing representations and identifying mathematical relationships. In Mission 3, Lesson 20, students analyze differences between partial product models and place value charts. In a subtraction lesson, students use place value disks to analyze whether decomposing should occur at each place value.

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

The materials enable students to construct concrete models using manipulatives, such as place value disks, counters, and square tiles, to support their conceptual understanding of multiplication, equal groups, and area. For example, in Mission 3, Lesson 5, students use square tiles to build arrays representing multiplication expressions, then count rows and columns to determine the total area. The "Teacher Lesson Materials" guide educators to prompt students with questions like, "What do the rows represent?" and "How can you find the total using multiplication?"

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The materials include tasks that guide students in creating pictorial representations, such as drawing strip diagrams to model multiplication and labeling sides of drawn arrays to calculate area, as seen in Missions 1, 3, and 4.

The instructional materials include lessons that explicitly connect concrete and pictorial models, such as area lessons, where students build arrays with tiles and then draw and shade matching arrays on grid templates to support the transition from concrete to pictorial representations.

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

The materials include word problems that connect conceptual understanding to everyday experiences, such as using multiplication to solve scenarios like grouping lemons for lemonade or interpreting arrays of eggs in cartons, as seen in Missions 1, and 2.

The materials provide opportunities for students to apply conceptual understanding to real-world financial contexts, such as writing coin combinations with matching equations in Mission 6, and analyzing how the availability of resources impacts cost using strip diagrams and discussion prompts.

The materials guide students in applying concepts to new problem situations through open-ended tasks and data interpretation, such as creating real-life word problems from composite area models, reasoning about salaries using large whole numbers, and analyzing dual bar graphs to explain trends in supply and demand.

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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 include tasks designed to build automaticity and fluency necessary to complete grade-level mathematical tasks. In Mission 1, Lesson 8, the "Fluency Practice" section consists of a timed "Multiplication-By Pattern Sheet," where learners complete multiplication facts within a two-minute window. The teacher materials prompt the use of skip-counting strategies to support fact recall. This structured and repeated practice builds fluency with multiplication facts for units of two, and promotes progress toward recalling all products of two one-digit numbers from memory.

In Mission 1, Topic A, students engage in sequenced tasks that connect skip counting to repeated addition and multiplication. The lesson sequence includes drawing arrays and writing multiplication number sentences to promote fluency with both conceptual and procedural aspects of multiplication.

The "Course Guide" lists additional fluency-building activities such as "Sprints," "Totally Times," and "Fraction Action." These digital features appear throughout lessons, providing repeated, targeted practice to reinforce fluency with foundational number operations.

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

The materials provide opportunities to practice efficient, flexible, and accurate mathematical procedures throughout learning pathways. In Mission 2, Lesson 20, students solve multi-digit addition problems using mental math, place value strategies, or the standard algorithm. After solving, students engage in structured reflection to explain why a selected method was efficient or accurate. The reflection activity reinforces conceptual understanding and supports the development of procedural flexibility.

In Mission 2, Lesson 22, students estimate sums by rounding to the nearest ten or hundred, then select and apply a model, such as a strip diagram or number line, to solve the problem. The materials prompt discussion about which rounding method and model best fit the context, reinforcing the practice of choosing appropriate and accurate strategies.

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The "Course Guide" emphasizes the importance of selecting and applying strategies accurately in daily fluency routines and tasks. Students revisit foundational skills and receive prompts to evaluate whether a chosen strategy is efficient and mathematically appropriate for the problem.

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 include prompts in Mission 1, Lesson 2, "Wrap-Up," that guide discussion comparing array and area models. Questions such as, "How are the array and area models similar, and when might each be useful for solving a problem?" support evaluation of representation choice based on context.

The materials include paired strategies in Mission 1, Lesson 8, "Multiple Means of Representation," where a multiplication fact is solved using addition and subtraction. Teacher guidance prompts comparison with questions such as, "Which strategy made the problem easier to solve?" and "Was one method more accurate or efficient than the other?"

The materials include opportunities for guided strategy selection in Mission 3, Lesson 9, "Multiple Means of Engagement," where students apply the distributive or commutative property and respond to prompts such as, "How do you choose your strategy to solve?" and "Why did you choose that strategy?"

The "Course Guide" provides additional evaluation prompts within the "Wrap-Up" sections, asking students to reflect on their solution strategies, analyze decompositions, and compare representations. Instructional supports highlight how accuracy and efficiency can vary across models, and students are encouraged to articulate how and why a selected approach supported the task.

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

The materials include guidance to support the selection of increasingly efficient problem-solving approaches. The teacher materials in Mission 1, Lesson 1, prompt a shift from repeated addition to multiplication, stating, "When equal groups are present, multiplication is a more efficient way to find the total than repeated addition."

The materials include a digital progression in Mission 1, Lesson 17, "Math Chat," where students move from tiling and counting individual units to skip counting and finally to multiplication equations. The sequence builds toward the use of more efficient strategies. The materials include strategy comparisons in Mission 4, Lesson 8, where students solve composite area problems by decomposing and adding parts or subtracting a missing section from a larger area. The materials guide reflection with questions such as, "Which approach would take fewer steps for this shape?"

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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.

The materials explicitly state the conceptual emphasis of the TEKS in Mission 1, Topic A, by introducing multiplication through repeated addition, equal groups, and arrays. Lesson guidance emphasizes conceptual understanding by connecting concrete representations to real-world contexts and supporting the development of multiplication as a foundational operation.

In Mission 5, the materials build conceptual understanding of fractions using fraction strips and number lines to represent unit fractions, establish part-whole relationships, and support equivalence and comparison. The materials explicitly state the procedural emphasis of the TEKS in Mission 5, where lesson guidance transitions from visual models to symbolic representations. The materials prompt students to use number bonds, fraction strips, and number lines to compose and decompose fractions, compare values, and represent relationships using standard notation.

The grade 3 "Course Guide" outlines the progression from conceptual models to procedural strategies across major content strands. For example, the materials use area models and unit fractions to develop foundational understanding before introducing symbolic comparisons and standard algorithms.

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

In Mission 1, the materials provide opportunities to use concrete models, such as counters, to build a foundational understanding of multiplication through equal groups and repeated addition. In Mission 2, students use place value disks to represent numbers in metric conversions and multistep word problems involving length, mass, and volume. In Mission 4, students manipulate square tiles to explore area as an attribute of two-dimensional shapes. In the "Warm-Up" tasks within Mission 5, students use fraction strips to explore partitioning and equivalence as part of their conceptual development.

The materials include pictorial representations that extend and reinforce conceptual understanding across multiple topics. During "Concept Exploration" and "Warm-Up" activities, students use number lines to model elapsed time and fractional relationships, tape diagrams and equal-group drawings to

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represent multiplication and division problems, and visual area models to classify and measure shapes in geometry lessons.

The materials present abstract models after work with manipulatives and visual representations to support mastery of grade-level TEKS. Students write multiplication and division equations, express numerical comparisons using inequality symbols, and represent fractional relationships using standard notation. These abstract models appear in "Student Lesson Materials" and "Digital Lessons," often as exit tickets or problem sets that follow guided exploration and conceptual development.

5.3c – Materials include supports for students in connecting, creating, defining, and explaining concrete and representational models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS.

The materials include support for connecting concrete and representational models to abstract concepts. In Mission 2, Lesson 6, students use place value disks and expanded notation to build multi-digit numbers, and then connect these models to multiplication expressions representing the same values. In Mission 5, Lesson 12, students use fraction strips and number lines to represent equivalent fractions before transitioning to symbolic comparisons using inequality symbols. Lesson prompts guide students to match each visual to a written statement and justify the equivalence or comparison based on visual evidence.

The materials support creating concrete and representational models to represent mathematical ideas. In "Concept Exploration" lessons throughout Mission 1, students build arrays using square tiles to model equal groups, and then draw diagrams of the arrays to visualize repeated addition and multiplication. In Mission 4, students construct area models for rectangles and decompose composite figures into smaller rectangles using diagrams, physically manipulating tiles, and sketching figures to create meaning from structure.

The materials support defining and explaining how visual or physical models align with symbolic representations. In "Student Lesson Materials" in Mission 2, students explain how regrouping on a place value chart connects to the steps in a multiplication algorithm. In Mission 5, students describe how numerators and denominators relate to shaded parts in a visual model and use sentence frames to define what each number represents. In printed and digital formats, lesson prompts and "Lesson Synthesis" discussions encourage students to articulate how strategies such as strip diagrams, number lines, and equations represent the same mathematical relationship, reinforcing their ability to define and explain abstract concepts using precise language and structured reasoning.

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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.

The materials introduce academic vocabulary through modeling supported by visuals and manipulatives embedded in lesson activities. In Mission 1, Lesson 3, visuals of grouped bananas are paired with narration to introduce the terms *repeated addition* and *multiplication*, and students describe groupings using the modeled language.

In Mission 1, Lesson 9, digital manipulatives support sorting cookies into equal groups. Students draw arrays, label operations as division, and connect to multiplication using provided academic terms.

In Mission 4, Lesson 1, students trace the edge of a paper square with a string while repeating the term *perimeter* aloud, reinforcing the vocabulary through kinesthetic modeling.

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.

The materials embed educator guidance to scaffold and extend the use of academic mathematical vocabulary in lesson discussions. In Mission 1, Lesson 9, during the "Multiple Means of Representation" section, students trace rows in arrays using fingers or colored pencils while repeating the terms *array* and *row*. Teachers prompt students to describe their visual models using these terms in partner discussions and journal reflections. Lesson guidance supports structured oral language practice, reinforcing accuracy through repetition and peer explanation.

The materials provide multimodal support for vocabulary development using gestures, diagrams, and teacher-facilitated discussion. In Mission 2, Lesson 2, teacher materials explicitly instruct educators to model the gesture for *column* by moving a hand vertically, linking language to visual structure. In the "Concept Exploration" section, students use strip diagrams to explore and describe equations using the terms *commutative property* and *factor*. Guided questions such as "How does this diagram show the commutative property?" and "What are the factors in your equation?" extend academic vocabulary in mathematical reasoning.

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The materials integrate explicit vocabulary instruction into real-world financial contexts. In Mission 7, Lesson 5, during "Math Chat" and "Guided Practice," labeled visuals introduce coin names, including *quarter*, *nickel*, *dime*, and *penny*. Teachers use prompts like "What do we mean by high demand and low demand?" and "How does the price change when fewer resources are available?" to guide students in applying content-specific vocabulary such as *price*, *value*, *cost*, and *demand*. Lesson guidance supports language development by connecting mathematical terms to meaningful scenarios and encouraging students to justify relationships using precise language.

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

The materials include embedded teacher-facing supports that guide the application of academic mathematical vocabulary during structured discourse. In Mission 1, Lesson 9, the teacher materials prompt the use of terms such as *row*, *array*, *number of group*s, *size of group*, *product*, and *area model* to describe multiplication strategies and compare groupings. Prompts in the "Lesson Synthesis" section include "How does the array help find the total?" and "What does the size of the group represent in this model?" to reinforce vocabulary through discussion and written explanation.

In Mission 1, Lesson 3, the "Concept Exploration" and "Guided Practice" sections provide prompts that support using terms such as *repeated addition*, *unit form*, and *multiplication* during problem-solving tasks like 3 × 2 = 6. Sample teacher questions include "Can the total be described using repeated addition?" and "How does the unit form support writing the multiplication sentence?" to guide structured mathematical discourse.

In Mission 7, Lesson 5, the "Math Chat" and "Student Discussion" sections include structured prompts to support vocabulary use in financial contexts. The teacher materials present labeled visuals and questions, such as "What is meant by high demand and low supply?" and "How does this strip diagram explain the price difference?" to guide the use of terms like *supply*, *demand*, *price*, and *value* during the analysis of economic scenarios—demand and price, with comparisons of strip diagrams to support reasoning.

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

The materials include embedded guidance to facilitate mathematical conversations using academic vocabulary with peers. In Mission 1, Lesson 3, the teacher materials provide sentence frames, such as "___ groups of ___ equals ___," and "I used repeated addition because…" to support students' explanations of repeated addition and multiplication using unit-form expressions. The "Guided Practice" section directs teachers to model the frames and monitor partner discussions to ensure accurate use of mathematical language.

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In Mission 1, Lesson 9, the materials support peer discourse through structured tasks and embedded prompts in the "Multiple Means of Representation" and "Lesson Synthesis" sections. Students participate in guided conversations using the terms *array*, *row*, *product*, and *area model* to describe and compare multiplication strategies. The teacher materials include questions such as "How does the array show equal groups?" and "Which strategy is more efficient for solving this problem?" to facilitate discussion and promote vocabulary use.

In Mission 7, Lesson 5, the materials include embedded prompts and visual models to support structured student dialogue about pricing scenarios. Students use terms such as *high demand*, *low supply*, and *price* when describing and comparing values in strip diagrams. The "Math Chat" routine guides discourse with questions like "What causes the price to change?" and "How can the strip diagram help explain this situation?" The structured format encourages consistent peer-to-peer explanation and vocabulary use aligned to lesson goals.

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.

The materials include embedded guidance to anticipate a variety of student answers, including possible misconceptions, and to provide exemplar responses to questions and tasks. In Mission 3, Lesson 6, the "Teacher Lesson Materials" outlines potential strategies students might use when dividing by a one-digit number, along with sample correct answers that illustrate efficient reasoning.

The materials provide explicit prompts and instructional moves to support and redirect inaccurate student responses. In Mission 5, Lesson 8, teachers are guided to address errors in comparing fractions by prompting students to use visual fraction models and to justify comparisons using common denominators.

The materials do not include exemplar responses and redirection guidance in every lesson; some lessons present only correct answers without associated instructional moves to address misconceptions, which limits consistent support for all possible student responses across the program.

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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.

The materials embed structured opportunities to engage with the TEKS Process Standards through recurring instructional components. Students apply the RDW (Read, Draw, Write) process to solve real-world multiplication problems using strip diagrams, number bonds, and written explanations in "Guided Practice" and "Tower of Power" tasks.

In Mission 3, Lesson 17, "Math Chats," students model strategy selection and solution justification through visual representations and teacher-guided discourse that aligns with process standards 3.1A–3.1G.

Written response prompts in "Student Notes" and "Exit Tickets" support students in explaining reasoning and evaluating strategies when solving fraction comparison problems.

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

The Mission 1: "Overview" describes how the TEKS Process Standards are embedded throughout the mission to support concept development. It outlines the integration of reasoning, modeling, and communication across learning pathways, identifying key ideas and common misconceptions. The document explicitly describes the progression of mathematical thinking across the mission. It explains how early work with arrays, area models, and equal groups prepares students for later tasks involving multi-digit multiplication, distributive reasoning, and division strategies.

In Mission 1, Lesson 6, the materials prompt an analysis of multiplication by constructing arrays using square tiles. Students record expressions and equations to represent the total, describe the structure using terms such as *row*, *column*, and *area*, and connect the representation to the concept of equal groups. This foundational understanding supports later tasks involving area measurement, partial products, and multi-step problem solving.

In Mission 1, Topic E, Lessons 13–15, the materials include tasks that apply the distributive property and introduce multi-step problem solving. Students draw and label area models, decompose figures into rectangles, and solve problems using a combination of visual representations and multiplication

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equations. Tasks integrate multiple TEKS Process Standards by prompting students to model with mathematics, explain relationships, and justify reasoning across representations.

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

The "Grade 3 Mathematical Process Standards by Lesson per Mission" chart in the "Course Guide" explicitly links individual lessons to the TEKS Process Standards 3.1A–3.1G.

In Mission 1, process standard 3.1C is identified in Lessons 1–12, while 3.1A and 3.1E appear in multiple lessons within Mission 2, including Lessons 6–10.

Each standard is tagged to specific lessons across missions, providing a structured framework that identifies where students will engage in problem-solving, representation, justification, and evaluation throughout the instructional sequence.

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6. Productive Struggle

Materials support students in applying disciplinary practices to productive problem-solving, including explaining and revising their thinking.

6.1 Student Self-Efficacy

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.1a	All criteria for guidance met.	3/3
6.1b	All criteria for guidance met.	3/3
6.1c	All criteria for guidance met.	3/3
—	TOTAL	9/9

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

The materials provide structured opportunities for students to think mathematically by engaging with contextual problems that require reasoning, modeling, and strategic decision-making. In Mission 2, students analyze real-world ratio problems—such as comparing lap counts between runners—by identifying numerical relationships and selecting appropriate operations to represent and solve the situation. In Mission 3, the "Concept Exploration" section prompts students to represent multiplication and division using models and equations, followed by open-ended questions such as, "What strategy did you use to solve?" and "How do you know?"

The materials support student perseverance by embedding scaffolds that develop problem-solving stamina through increasingly complex tasks. In Mission 4, the "Multiple Means of Representation" guidance recommends beginning with a 2-by-2 rectangle with missing tiles and progressively increasing complexity to larger rectangles with incomplete information. In "Concept Exploration," the materials prompt teachers to present equations without visuals and guide students to create matching representations using equal groups, arrays, and area models. These instructional strategies reinforce persistence by supporting students in visualizing mathematical relationships and constructing solution strategies independently.

The materials include repeated opportunities for students to make sense of mathematics by justifying reasoning, evaluating solutions, and applying concepts to new situations. In Mission 1, students calculate total earnings after deductions, determine remaining quantities using diagrams, revise solutions for accuracy, and present written justifications during peer discussions.

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

The materials guide students to understand and explain that multiple approaches can be used to solve the same problem. In Mission 7, Lesson 15, the "Concept Exploration" uses the "Read, Draw, Write"

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process to solve multi-step word problems and describe alternate methods. Teachers prompt students with questions such as, "What other way could we solve this?" and "What makes that strategy effective?" to support comparison of strategies.

The materials provide opportunities for students to explain and justify solution methods. In Mission 3, students model multi-step problems involving three quantities using number bonds, equations, and strip diagrams. "Lesson Synthesis" prompts, such as "How do strip diagrams help solve these problems?" and "What strategy could be used if you are still working on learning…?" support comparison and reflection on multiple approaches.

The materials require students to articulate reasoning and evaluate strategies for efficiency. In Mission 4, Lesson 6, students determine the area of composite figures using decomposition or subtraction. Lesson scripting prompts students to write equations, justify why each method works, and discuss which is most efficient during "Lesson Synthesis."

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 materials include collaborative tasks that require students to solve problems using models, visual representations, and equations. In Mission 1, the "Concept Exploration" prompts students to work in pairs to solve word problems, draw diagrams, and select strategies. Students engage in two-step problem-solving tasks that require modeling and refinement through shared work with peers.

The materials include structured opportunities for students to write about mathematics by recording their thinking and reflecting on representations. In Mission 4, students draw and label rectangles to calculate area and list related multiplication facts that connect to the models. In Mission 2, the "Read, Draw, Write" process supports written explanations of multi-step reasoning.

The materials provide discussion routines that require students to explain mathematical reasoning in dialogue with educators and peers. In Mission 3, students use strategies such as breaking apart and distributing to solve division problems and explain their reasoning during "Guided Practice." "Lesson Synthesis" includes prompts such as "How is today's strategy similar to what we used in Lesson 4?" and "Which diagram best represents the problem?" to support structured discussion.

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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.

The materials support educators in guiding students to communicate mathematical reasoning by sharing explanations, arguments, and justifications during problem solving. In Mission 7, the "Concept Exploration" uses the "Read, Draw, Write" process to prompt students to represent problems with models and explain strategies to a partner. Lessons include determining whether 7 × 5 equals 3 × 7 + 2 × 7, and analyzing the concept of "twice as long" using paper strip models to construct and articulate justifications.

The materials provide structured routines and scripted prompts to support student discourse and teacher facilitation of explanation and justification. In Mission 4, teacher guidance during "Guided Practice" and "Lesson Synthesis" includes prompts such as, "Which model best represents the problem?" and "How does knowing one side length help you determine another?" Students draw area models, write equations, and apply contextual reasoning to justify responses.

The materials support reflection on explanations, arguments, and justifications through embedded prompts that require students to evaluate the effectiveness of strategies. In Mission 7, "Lesson Synthesis" includes questions like, "Did you try one of the drawing or equation ideas from our lesson today in another problem? Which did you use? Why?" Additional tasks require students to compare responses, respond to disagreements, and explain decisions based on context, including identifying errors, or verifying area coverage.

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

The materials include prompts to help educators respond to student responses. In Mission 3, Lesson 14, the teacher is guided to ask follow-up questions as students engage in problem-solving. The materials provide the teacher with prompts, as well as anticipated student answers. For example, "What is the value of m? So, how many marbles does Eliza have to give away? Is our work on this problem finished? Draw a model that represents how many marbles each friend gets." In Mission 3, Lesson 3, the materials offer educator guidance in "Notes on Multiple Means of Action and Expression" on the variation of strip diagrams students will have and the order in which to present the strip diagrams when reviewing student work with the class. For example, the materials state, "When reviewing student solution paths, it is wise

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to start with the most accessible, and progress to more sophisticated solution paths, all while using the same strip diagram."

"Concept Exploration" includes anticipated misconceptions notes with explanations and prompts to guide reasoning.

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