Zearn

Supplemental English Mathematics, 5

Zearn Math for Texas, Grade 5

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9798888683927**	**Both Print and Digital**	**Adaptive**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	119	8	Flags Addressed	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	1	0	0
4. Prohibition on Forced Political Activity	1	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)	1	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	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 section outlining the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) for each topic and mission. It also provides a rationale for the mission sequence, explaining that grade 5 mathematics "strategically builds from foundational place value and arithmetic operations to advanced applications with fractions, decimals, geometry, measurement, and data analysis," ensuring coherence and alignment with the TEKS. For example, Mission 1 develops a foundational understanding of decimal place value, which is built upon in later missions to support operations with fractions and real-world applications. The "Curriculum Overview" presents a structured mission sequence that progresses in complexity—from place value and base-ten operations to fractional computation, geometry, volume, and coordinate graphing. This structure includes a written rationale explaining how each mission builds upon previous conceptual and procedural understanding, supporting both vertical coherence and readiness for middle school content. The adaptive platform moves students through this consistent mission sequence and includes a clear rationale for introducing concepts in a specific order. This explanation connects arithmetic operations with fractions and decimals to later applications in volume, area, and coordinate planes. The "Course Guide" states that the sequence prepares students for "proportional reasoning and algebraic concepts in middle school," reinforcing both vertical and horizontal alignment.

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.

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 place value, decimal fractions, and base ten operations and concludes with coordinate graphing and data analysis. 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 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.

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 include lesson overviews with TEKS- and ELPS-aligned learning objectives and embedded instructional components, such as guided practice, scaffolded fluency, and independent digital tasks. For example, one lesson guides students to identify and generate equivalent fractions using visual models and number lines, aligning with TEKS 5.3K. In the same lesson, students describe fractional relationships using academic language, such as numerator, denominator, and equivalent, supported by sentence frames and visual aids, aligning with ELPS 1.E, 2.D, and 3.E. The "Course Guide" includes lesson overviews with TEKS- and ELPS-aligned objectives, suggested timeframes 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, including guiding questions and home activities. For example, the grade 5 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 aligns with the TEKS addressed in the corresponding mission, helping families understand and support the specific grade-level standards.

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 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 5 "Course Guide" references to "Lesson Checkpoints," "Tower of Power," "Mission-Level Assessments," and "Selected Response Practice." The grade 5 "Course Guide" states, "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 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 5 "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.

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 accurately evaluate student work, supporting objective assessment 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, thereby contributing to the accurate measurement of student learning.

The grade 5 "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.

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 with TEKS-aligned tasks or questions. Tasks require students to use area models, place value models, strip diagrams, and word problems to apply math knowledge. Tasks also require students to represent quotients, compare strategies, and model multiplication and division relationships.

The materials include formative assessments with varying levels of complexity, such as representing equations, analyzing number relationships, and using multiple strategies to solve problems. Additional tasks include applying math strategies to real-world word problems and using pictorial models to represent mathematical concepts.

The materials include only two interactive item types: text entry, and drag-and-drop.

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 5, Mission 4, 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 shows a valid fraction model but records an incorrect equation demonstrates Developing Understanding of fraction multiplication.

"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 5 "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 indicates whether students accessed embedded scaffolds and completed the lesson, enabling teachers to determine when to assign reteaching tasks or revisit key content through a "Math Chat."

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. Additionally, paper-based small-group lesson materials include assessment answer keys and recording sheets that support 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 the instructional process.

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.

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 4, the "Teacher Lesson Materials" prompt educators to guide students in using area models, number lines, and equations to represent multiplication and division of fractions. Teachers use consistent scaffolds to lead students through concrete representations and connect them to symbolic notation.

The materials provide scaffolded fluency supports in Mission 2 by directing educators to adjust decimal operations based on student readiness. They prompt teachers to focus on tenths and hundredths in isolation before progressing to mixed operations, using money and metric models to support student understanding.

The "Teacher Lesson Materials" include structured, scripted small-group lessons that support conceptual understanding and procedural fluency with decimal and fraction operations. Educators use guided questions and manipulatives—such as fraction tiles or grids—to help students model problems. Sample teacher language includes, "Shade 0.6 on the grid. What does this represent? How would you write it as a fraction?" to support reasoning with visual models and connect it to numerical representations.

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 supports within lessons by prompting students to use and apply terms such as numerator, denominator, and unit fraction while modeling fraction multiplication and division in Mission 4, and by developing vocabulary in context through embedded modeling and student interaction in Mission 5, where students engage with terms such as volume and cubic units while using visual models and manipulatives. The materials provide strategies for reinforcing academic language during instruction. In Mission 6, lessons integrate the term place value while students work with decimals in measurement and financial contexts. 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 enrichment activities that deepen students' understanding of grade-level content, such as prompting them in Mission 5 to reason about volume by predicting what happens when cube dimensions are doubled or tripled, and challenging them to create rules for calculating volume across varying units.

The materials provide designated enrichment lessons and components for students demonstrating proficiency, including "Multiple Means of Engagement" and "Concept Exploration" tasks that extend lessons through geometric reasoning, reflections on coordinate planes, and synthesis of concepts through application and design.

Educators can adjust the digital pacing 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.

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 supports, 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 model and explain operations with fractions and decimals through flexible activities, such as hands-on station work and real-world design challenges. In Mission 4 small-group lessons, teacher materials include guidance for using manipulatives and visual models during concept exploration, allowing students to express their thinking by constructing and discussing representations of fraction multiplication, division, and decimal relationships. 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 grid models, area models, and 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.

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 earlier place value understanding to support decimal concepts involving thousandths. In Lesson 1, the teacher's guidance emphasizes reading decimals in unit form to build conceptual continuity from whole numbers to decimal values. These prompts support transitions from prior-grade knowledge to grade 5 expectations.

The materials include prompts that highlight and connect key patterns and features through multiple means of representation. In a guided digital lesson, the teacher models decimals using standard, word, fraction, expanded, and unit forms. A place value chart anchors connections among the representations, beginning with one thousandth and progressing to more complex numbers.

The materials include guidance to connect key relationships through explicit prompts and concrete-to-pictorial progressions. Teacher materials reinforce the base-ten structure of the number system by guiding discussion around how each place is ten times or one-tenth the value of the adjacent place. Instructional supports include the use of models, gestures, and number comparisons to connect the language of mathematics to visual and symbolic representations.

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.

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

The materials include multi-tiered intervention methods, encompassing guided, independent, and collaborative practices. In Mission 2, the digital lesson sequence includes "Math Chat" for guided instruction and the "Tower of Power" for independent practice. When an incorrect response is selected in the "Tower of Power," a "Boost" provides scaffolded support to guide the learner toward the correct solution.

The materials support intervention across multiple instructional structures. Lessons include flexible guidance for whole-group, small-group, or individual settings. Teacher prompts encourage students to compare strategies such as standard algorithms, area models, and strip diagrams to support multiple entry points. Additional guidance includes open-ended questions and structured discussions to identify and address misconceptions, while reinforcing key ideas.

The Course Guide provides tools for identifying and addressing learning gaps. The "Tower Alerts Report" highlights students needing support. Foundational Lessons, small-group discussion prompts, and scaffolded tasks are used to reteach or extend instruction to these students. Fluency materials and "Sprint Alerts" reinforce foundational skills through targeted, structured practice.

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 5, the "Multiple Means of Representation" section consists of a geometry task in which students construct and classify triangles based on specified criteria, such as angle measures and side lengths. In the "Multiple Means of Engagement" section, students apply measurement concepts to real-world situations by researching flooring materials and comparing cost estimates using surface area calculations.

The materials include opportunities to extend learning through advanced application and pattern discovery. In fraction subtraction lessons, the teacher materials provide extension problems involving consecutive denominators, guiding students to analyze patterns and describe the mathematical structure. Additional challenges invite students to modify real-world contexts to explore further problem-solving scenarios beyond the scope of the lesson.

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.

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, Concept Exploration activities include questions such as "How do you know your quotient makes sense?" and "Can you explain the steps you used to solve it?" These open-ended prompts elicit students' reasoning and provide opportunities for teachers to assess understanding and correct misconceptions in real time. Teacher materials include discussion prompts and exemplar responses to support immediate feedback and deepen conceptual understanding through mathematical discourse.

The materials include embedded supports in the digital platform that promote real-time instructional feedback. In the "Tower of Power," a "Boost" is triggered when an incorrect response is selected. The "Boost" breaks the task into smaller, visual steps, such as labeling strip diagrams or manipulating models, to address misconceptions before reattempting the problem.

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.

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 5 "Course Guide." Using Spanish cognates and visual models, instructional features reinforce terms such as *volume*, *unit cube*, and *product*.

The materials support comprehension and background knowledge through structured discussion, guided prompts, and culturally responsive contexts. In "Concept Exploration," students explain fraction comparisons using diagrams and write justifications for equivalence, with teacher prompts focused on accessible academic language.

The materials embed cross-linguistic connections through Spanish-language student materials and bilingual glossaries in the grade 5 "Course Guide." Lessons include preview opportunities, visuals, and aligned vocabulary that support transfer across English and Spanish, such as paired terms like *faces/caras* and *volume/volumen*.

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 include practice opportunities through learning pathways that require students to demonstrate a depth of understanding aligned with the TEKS. For example, in grade 5, Mission 5, Lesson 1, the lesson prompts students to use unit cubes to build three-dimensional figures and explore the properties of volume. In Lesson 2, students construct paper cubes to investigate volume measurement, then decompose numbers within a prism in Lesson 3 to connect numerical reasoning to geometric understanding. The "Practice Problems" sections provide additional tasks, including building centimeter cube models, identifying angle types, and categorizing lines as perpendicular, or parallel.

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 adding fractions with unlike denominators using estimation and area models, representing decimals in expanded and word form to compare values, and applying measurement concepts to solve problems involving area and volume.

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.

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.

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 5, Mission 5, Lesson 1, the lesson prompts students to use unit cubes to build three-dimensional figures and explore volume properties. In Lesson 2, students construct paper cubes to investigate volume measurement, then decompose numbers within a prism in Lesson 3 to connect numerical reasoning to geometric understanding. The "Practice Problems" sections provide additional tasks, including building centimeter-cube models, identifying angle types, and categorizing lines as perpendicular or parallel.

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 adding fractions with unlike denominators using estimation and area models, representing decimals in expanded and word form to compare values, and applying measurement concepts to solve problems involving area and volume.

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 5 "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 4: "Multiply and Divide Fractions," students develop an understanding of fraction operations that supports future learning of ratios and proportional reasoning in middle school.

The materials reinforce vertical alignment through instructional models and scaffolding that link prior grade-level learning to current grade-level objectives. In Mission 1: "Place Value with Decimals," the video lesson builds on previously taught place value concepts and expands the chart to include additional place values aligned to the grade 5 TEKS. In Mission 5: "Volume, Area, and Shapes," the "Teacher Lesson Materials" reference prior learning of two-dimensional figures from grade 4 to support geometry instruction.

The materials emphasize the relationship between part-whole reasoning and operations with fractions in Mission 4 by connecting area models, number lines, and unit fractions. Instruction builds from visual models to equations, helping students understand how the multiplication and division of fractions extend their prior knowledge of whole-number operations and measurement.

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 5, Mission 1, reinforce students' procedural fluency with place value and operations developed in earlier grades. Instruction applies this prior knowledge as students perform operations with decimals to the hundredths, using expanded form, place value charts, and number lines. These strategies prepare students to remember decimal values in measurement and data analysis tasks later in the year and future grade levels.

The materials in grade 5, Mission 3, begin by extending students' understanding of fractions through connections to prior work with equal parts and unit fractions. Instruction emphasizes conceptual understanding using visual models and number lines, which support students in making meaning of part-whole relationships. This foundation prepares students for the abstract reasoning required in proportional thinking in grade 6.

The materials in grade 5, Mission 5, begin by drawing on prior geometry concepts, such as decomposing shapes and measuring area, to support students in calculating volume. Instruction connects volume to multiplication and additive reasoning, reinforcing previous concepts while introducing three-dimensional problem-solving, leading to more advanced spatial reasoning in middle school geometry.

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 5, Mission 1, Lesson 1, the "Warm Up" includes a word problem that reviews multiplication using the standard algorithm, while the primary focus is place value with decimals. In Lesson 2, the "Warm Up" prompts students to use a strip diagram to subtract in the context of a multiplication-focused lesson, reinforcing coherence across operations.

The materials integrate fluency activities that promote variety and spaced practice through multiple formats. In the "Digital Lessons" for grade 5, Mission 1, students complete "Make and Break 10" and timed "Sprints" involving multiplication and division with two-digit numbers, reinforcing foundational number relationships and building automaticity.

The materials use small-group instruction and warm-ups to reinforce prior learning and deepen conceptual understanding. In grade 5, Mission 4, the "Teacher Lesson Materials" include fluency tasks that revisit concepts introduced earlier and support multiplying and dividing decimals by 10, 100, and 1,000. Instruction progresses from conceptual understanding to procedural fluency through repeated exposure and structured problem-solving.

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 5, the "Warm Up" in the multiplying and dividing fractions learning pathway includes fluency tasks that require students to use repeated addition, strip diagrams, number lines, and the standard algorithm to solve problems involving unit fractions. The materials introduced these strategies in earlier work with whole numbers and these are now applied to build understanding of fractional operations. The materials incorporate warm-up and fluency activities that revisit previously taught models and representations. In grade 5, Mission 1, Topic A, the "Digital Lesson" includes fluency activities with multiplication sentences and place value charts to demonstrate understanding of decimal structure. In a later mission, students name and plot points using coordinate pairs after completing a fluency warm-up that revisits constructing a coordinate system on a line and plane, reinforcing spatial reasoning through interleaved practice. The materials integrate ongoing

practice with previously taught concepts through real-world tasks and problem-solving routines. In grade 5, Mission 2, students apply previously learned multiplication strategies, such as area models and the distributive property, to solve word problems and unit conversions. Topics E and F incorporate multi-digit multiplication and division, connecting whole number strategies to decimals and measurement relationships. Instruction emphasizes flexible strategies and conceptual reasoning across 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 opportunities for students to interpret mathematical models using concrete and pictorial tools, such as place value charts, strip diagrams, and number lines. For example, in Mission 1 and Mission 3, students interpret place value and fraction models during "Math Chat" and "Learning Lab" to understand decimal operations and subtraction and determine what the model represents before solving.

The materials support students in analyzing visual models by comparing representations and identifying mathematical relationships. In volume and geometry lessons, students analyze features of shapes and solids using manipulatives and visual models. Students use strip diagrams and rectangular models in fraction units to analyze relationships and identify equivalence.

The materials prompt students to evaluate mathematical representations to assess their accuracy and reason through their effectiveness. Students evaluate models when justifying classifications of triangles, determining whether numbers are prime or composite using arrays, and solving multi-step word problems involving decimals and fractions.

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 fraction tiles, decimal grids, and number lines, to support their conceptual understanding of fraction and decimal operations. For example, in Mission 4, Lesson 3, students use fraction tiles to model the multiplication of a whole number by a fraction, aligning tiles in equal groups to represent repeated addition. The "Teacher Lesson Materials" guide educators to ask, "How many groups of one-fourth do you see? What total does that make?" to help students visualize the operation and connect it to symbolic notation.

The materials include tasks that guide students in creating pictorial representations, such as drawing models of solids on dot paper, representing arrays to show factor pairs, and partitioning area models to solve fraction problems.

The instructional materials include lessons that explicitly connect concrete and pictorial models, such as volume and decimal division lessons, where students build with cubes or disks and then represent their thinking with drawings, dot paper, or visual models.

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

The materials provide opportunities for students to apply conceptual understanding to real-world contexts, such as converting between hours and minutes, planning garden plots using volume, and solving multi-step problems involving metric conversions, packaging, and shipping.

The materials include word problems that connect conceptual understanding to everyday experiences. These include identifying fractional preferences in a class survey, determining how much milk was consumed and left over, and interpreting multiplication and comparison scenarios in practical contexts.

The materials guide students in applying concepts to new problem situations through open-ended tasks and design-based applications, such as generating and solving extension problems from existing tasks, calculating volume using changing dimensions, and constructing rules for decomposing rectangular prisms.

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 2, Lesson 9, students engage in a "Sprint" focused on multiplying by 10 and 100. The activity is timed and repeated in two rounds, and feedback is provided on accuracy to support fluency with place value patterns.

The materials include daily fluency routines embedded in both teacher and digital materials. In Mission 3, Lesson 11, students complete a "Pair Compare" activity by selecting comparison symbols under time constraints to strengthen fluency with decimal reasoning. Additional tasks, such as skip-counting, subtracting decimals fluently, and rounding, can be built through interactive place value tools to develop foundational automaticity.

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. The materials include lessons that guide the use of multiple strategies for multiplying mixed numbers, such as using area models, converting to improper fractions, and simplifying using cancellation. The materials prompt students to identify the most efficient strategy and justify their choice, reinforcing conceptual understanding and procedural flexibility. The materials include multistep problem-solving tasks that encourage selecting appropriate methods based on context. Students estimate products by rounding factors, apply properties of operations, and compare the calculated result to the exact answer to assess accuracy and efficiency. Discussions and reflections reinforce the reasoning behind strategy selection. The "Course Guide" supports repeated practice with efficient strategies across domains. Students solve problems involving factors, prime and composite numbers, and multiplication

using visual models, vertical algorithms, and place value reasoning. Instructional tasks and warm-ups strengthen mathematical fluency and strategic decision-making across problem types.

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 5 that guide comparison of approaches for multiplying mixed numbers, including the area model, partial products, and the distributive property. Teacher questioning prompts encourage students to identify the most efficient strategy and explain why it is effective.

The materials include embedded opportunities to evaluate reasoning and representation in "Lesson Synthesis" prompts. In fraction comparison and subtraction lessons, students reflect on whether strategy selection should change when numbers increase in size or when models are modified. Discussions focus on the effectiveness of the strategy and promote a deeper understanding of flexibility in approach.

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. In Mission 5, students solve volume problems using multiple strategies, including counting unit cubes, multiplying base area by height, and applying the volume formula. The teacher materials prompt students to reflect on each method and evaluate the most efficient strategy based on the dimensions and context.

The materials include lessons that guide efficient thinking through structured comparison and reflection. In fraction computation, students explore repeated visual models to build conceptual understanding and progress toward generalizing efficient procedures using symbolic strategies. Teacher prompts encourage selecting the most effective approach based on complexity and structure.

The "Course Guide" reinforces the development of efficient approaches by prompting comparison of strategies across tasks. The materials guide students to reflect on choices such as counting units, applying repeated addition, or multiplying dimensions, and discuss which method is most efficient when solving problems involving volume, area, or computation with fractions.

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 4, Topic A, by developing an understanding of fraction multiplication through area models and contextual problems. Lesson guidance focuses on interpreting products as parts of wholes and connecting visual models to real-world contexts. In Mission 5, the materials extend conceptual understanding by modeling volume with unit cubes and showing how volume is additive across layers.

The materials explicitly state the procedural emphasis of the TEKS in Mission 6, where lesson guidance shifts to symbolic operations with fractions and decimals. Students write and solve numerical expressions using standard notation and apply volume and area formulas with precision. Lessons reinforce procedural fluency by building on visual models and scaffolded practice with written methods.

The grade 5 "Course Guide" outlines the progression from conceptual models to procedural strategies across major content strands. For example, the materials use concrete volume models, tape diagrams, and decimal grids to support student understanding before introducing standard algorithms and symbolic representations.

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 base-ten blocks and place value disks, to represent whole numbers and decimals. In Mission 3, students use unit cubes to construct rectangular prisms and calculate their volumes. In Mission 6, students use fraction tiles and area models to visualize operations with fractions and mixed numbers.

The materials include pictorial representations that extend understanding of mathematical relationships. Students draw diagrams to compare fractions, sketch rectangular prisms to represent volume, and use visual area models to multiply decimals. These representations appear throughout the "Concept Exploration" and "Warm-Up" segments to help bridge the gap between concrete models and symbolic understanding.

The materials present abstract models after visual and hands-on experiences to promote deep comprehension of grade-level content. Students write and evaluate numerical expressions involving parentheses and exponents, convert measurement units using equations, and apply volume and area formulas using standard notation.

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

The materials include supports for connecting concrete and representational models to abstract concepts. In Mission 1, Lesson 4, students use base-ten blocks to represent decimal values and then connect those visuals to expanded form and standard notation. In Mission 3, students build rectangular prisms using unit cubes and record their volume using symbolic formulas, such as V = l × w × h. Lesson tasks explicitly connect the physical model to the numeric expression through teacher prompts and guided reflection.

The materials include supports for creating concrete and representational models to develop a deep understanding. In Mission 6, students use fraction tiles, number lines, and drawn area models to solve problems involving the addition and subtraction of fractions. Students create diagrams to justify decompositions and estimate sums before formalizing their work into equations. These modeling tasks appear during "Warm-Up" and "Concept Exploration" to scaffold symbolic work.

The materials include supports for defining and explaining how physical and visual models align with abstract concepts. In "Student Lesson Materials" and "Digital Lessons," students explain how the formula for volume represents the dimensions of a prism by analyzing their model and describing how each variable corresponds to the length, width, and height of the prism. Students interpret the meaning of fraction division by comparing visual models to written equations and define how fractional quotients are represented in real-world contexts using pictorial support. Lesson prompts guide students to articulate these relationships using precise language and engage in structured discussions.

Instruction in "Digital Lessons" and "Student Lesson Materials" guides students in defining and explaining the meaning of symbolic representations by connecting them directly to visual models and manipulatives.

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 explicit modeling, supported by visuals and manipulatives. In Mission 3, Lesson 6, students identify and describe area models related to decimal multiplication. Meanwhile, the teacher uses narration to introduce the terms *tenths* and *hundredths*, reinforcing understanding through the alignment of language and images.

Vocabulary development is supported in Mission 3, Lesson 12, through digital manipulatives and guided narration. Students divide whole numbers by unit fractions using visual models, while describing the operation using terms such as *reciprocal* and *quotient*.

In Mission 5, Lesson 13, students engage in a tactile exploration of volume by packing unit cubes into rectangular prisms while saying the vocabulary term *volume* aloud, combining physical modeling with verbal reinforcement to develop precise academic language.

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 3, during the "Multiple Means of Representation" section, students draw place value disks and use sentence frames to describe the relationship between digits and place values using terms such as *value* and *standard form*. Teachers prompt students to describe decimal representations using academic vocabulary in partner discussions and written responses. 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 4, teacher materials explicitly instruct educators to model the concept of volume using gestures and linking cubes, connecting vocabulary terms such as *cubic unit* and *volume* to hands-on experiences. In the "Concept Exploration" section, students build and

compare models, using prompts such as "What does each cubic unit represent?" and "How can you describe the total volume?" to extend academic vocabulary in mathematical reasoning.

The materials integrate explicit vocabulary instruction into real-world financial contexts. In Mission 6, Lesson 5, during "Math Chat" and "Guided Practice," labeled visuals introduce terms related to financial literacy, including *income*, *budget*, *expense*, and *savings*. Teachers use prompts like "What is the difference between a fixed and a variable expense?" and "How does budgeting help you make money decisions?" to guide students in applying content-specific vocabulary. 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 groups*, *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.

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 "___ tenths plus ___ tenths equals ___," and "I used a place value chart because..." to support the explanation of decimal addition. The "Guided Practice" section directs teachers to model sentence frames and support structured student dialogue.

In Mission 3, Lesson 11, the materials support peer discourse through structured tasks and embedded prompts in the "Multiple Means of Representation" and "Lesson Synthesis" sections. Students participate

in discussions using the terms *area model*, *equation*, and *product* to describe and compare decimal multiplication strategies. Teachers ask questions such as "How does the model relate to the equation?" and "Which strategy is most accurate for this context?" to guide vocabulary use.

In Mission 6, Lesson 7, the materials include embedded prompts and visual representations to support structured discussion about volume. Students use terms such as *unit cube*, *cubic unit*, and *volume formula* when describing solid figures. The "Math Chat" routine supports conversation with questions like "What does one cubic unit represent?" and "How can we use a formula to check our volume?" This format fosters consistent peer dialogue through the use of precise mathematical language.

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 4, Lesson 7, the "Teacher Lesson Materials" lists possible strategies students might use for dividing decimals, along with sample correct answers that model efficient problem-solving approaches. The materials provide explicit prompts and instructional moves to support and redirect inaccurate student responses. In Mission 6, Lesson 12, teachers are guided to address errors in interpreting data in line plots by prompting students to re-examine plotted points and to explain how the data supports or contradicts their initial conclusions. The materials do not include exemplar responses and redirection guidance in every lesson; some lessons present only correct answers without corresponding instructional moves to address misconceptions, which limits consistent support for all possible student responses across the program.

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 explicitly teach TEKS process standards through structured instructional routines, such as the RDW (Read, Draw, Write) process embedded in "Independent Digital Lessons," modeled problem-solving in "Math Chat," and written explanations in "Tower of Power" and small-group materials.

The materials provide opportunities for students to apply TEKS process standards in mathematical contexts by solving real-world problems using strip diagrams, area models, and equations. Tasks in "Guided Practice" and "Tower of Power" require justification of reasoning and evaluation of solution strategies.

Each lesson is aligned to specific TEKS process standards, as indicated in the grade 5 "Course Guide," supporting targeted integration of process standards 5.1A–5.1G across missions and learning pathways.

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. The overview highlights connections between modeling, reasoning, and communication, and explains how early exploration of place value and base-ten patterns builds conceptual understanding for later operations with decimals. The document emphasizes the importance of representing quantities in multiple ways and using relationships to justify strategies for comparing, rounding, and computing with decimals.

In Mission 1, Lesson 7, the materials prompt students to represent decimal values using number lines and visual models. Students describe the location of tenths and hundredths, explain their reasoning using precise language, and relate decimals to benchmark values. Tasks support multiple TEKS Process Standards by asking students to justify the placement of values and use visual representations to communicate mathematical relationships.

In Mission 1, Topic E, Lessons 18–20, the materials include tasks that apply place value reasoning to compare and order decimal values. Students use number lines, expanded form, and symbolic representations to explain relationships among decimal quantities. Tasks integrate TEKS Process

Standards by prompting students to communicate mathematically, model with diagrams and equations, and defend their comparisons using reasoning rooted in place value understanding.

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

The grade 5 "Course Guide" includes a section titled "Grade 5 Mathematical Process Standards by Lesson per Mission," which outlines the specific TEKS process standards addressed in each lesson across all missions. This table provides a structured overview that links each lesson number to the corresponding process standards from 5.1A to 5.1G.

In Mission 3, process standards such as 5.1C and 5.1D are shown to be incorporated across Lessons 5–13, while 5.1A and 5.1E appear in multiple lessons within Mission 5, including Lessons 2–8.

Each process standard is tracked individually and identified by lesson number, offering educators visibility into where students engage in problem-solving, representation, justification, and strategy selection. This structure ensures that process standard expectations are integrated consistently throughout the instructional sequence.

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, make sense of mathematics, and persevere through solving problems. In Mission 4, students work in pairs to model multiplicative comparison problems involving fractions and respond to questions such as, "What conclusions can you make from your drawing?" Students receive peer feedback and assess their solutions for reasonableness through discussion.

The materials guide students in analyzing patterns, using representations, and selecting strategies when solving complex problems. In Mission 5, students solve word problems involving volume using rectangular prisms. Supports include isometric dot paper or digital drawing tools to reduce frustration and encourage persistence. In digital "Tower of Power" lessons, embedded feedback supports correction and reinforces mathematical thinking.

The materials include multi-step word problems and open-ended questions that require modeling, justification, and evaluation of reasonableness. Students solve problems involving operations with fractions and multi-digit division using diagrams and equations to enhance their understanding. Tasks such as determining milk consumption or calculating hourly wages and card pack pricing prompt estimation, justification, and peer discussion to support sense-making.

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 in understanding and explaining that problems have more than one solution path. In Mission 5, students solve volume problems and compare strategies, such as predicting cube counts and decomposing fractional expressions. Questions like "Could we have decomposed 29 eighths in another way?" prompt reflection and explanation of alternate approaches.

The materials provide opportunities for students to justify strategies using models, algorithms, and estimation. Lessons include comparisons of area models and standard algorithms, with students identifying similarities, differences, and the efficiency of each approach. Discussion prompts such as "What makes 25 a friendly factor?" encourage students to explain their reasoning and justify rounding decisions.

The materials require students to evaluate and justify multiple solution paths using mathematical properties and flexible reasoning. Tasks involving multi-term operations with fractions and decimals prompt students to group terms strategically, rearrange operations, and explain choices through partner discussion and "Lesson Synthesis" prompts. Students compare strategies and justify which method is more efficient or conceptually precise.

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 do math and discuss strategies with peers. In Mission 3, the "Concept Exploration" prompts partners to add and subtract fractions using number lines and equivalency, solve multi-digit division problems, and discuss methods for organizing work and identifying errors.

The materials provide opportunities for students to write about math using models and equations. Lessons include drawing arrays, decomposing numbers in area models, and writing explanatory statements. Students explain how choices, such as factor orientation or partial product order, affect the structure but not the final product.

The materials include structured prompts and partner-based dialogue that guide students in explaining reasoning and reflecting on problem-solving methods. Teachers ask questions such as "How can you be sure your answer is reasonable?" and "How did you organize your thinking?" to support students in articulating strategies, comparing approaches, and communicating mathematical understanding.

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 explain, argue, and justify during problem solving. In Mission 3, students use the "Read, Draw, Write" process to represent and solve problems, then explain model selection and justify strategies with a partner. In Mission 5, students use cube models to explore volume and explain solution paths using diagrams.

The materials include structured prompts that support explanation and justification during reflection. In Mission 2, "Lesson Synthesis" contains questions such as "Did you see other solutions that surprised you?" and "Why should we assess reasonableness after solving?" to prompt reflection and revision.

The materials include opportunities for students to analyze and justify problem-solving approaches. In volume and multi-digit division lessons, students categorize problems, compare strategies, and defend reasoning. Educators facilitate discussions that require evaluating errors, considering alternative solutions, and articulating the efficiency of strategies.

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 2, Lesson 4, the teacher is guided to ask follow-up questions as students solve problems. The materials provide the teacher with prompts, as well as anticipated student answers. For example, "There are 18 classes, but I'm not sure exactly how many students are in each class. What could I do to find a number that is close to the actual number of students in our school? Great idea. What number could help me make an estimate for the number of students in each class? True, but 23 is a little more difficult to multiply in my head. I'd like to use a number that I can multiply mentally. What could I round 23 students to so it is easier to multiply?"

In Mission 2, Lesson 6, the materials offer educator guidance in "MULTIPLE MEANS OF ACTION AND EXPRESSION" on what to do if students are not ready to multiply two-digit and three-digit numbers mentally. For example, the materials state, "If students are not yet fluent with their basic multiplication facts, be prepared to adjust numbers in calculations to suit the learner's level of fluency."

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