Publisher Name	Program Name
Curriculum Associates, LLC	*Texas i-Ready Classroom Mathematics*
Subject	**Grade Level**
Mathematics	1

Texas Essential Knowledge and Skills (TEKS) Coverage: **100%**

English Language Proficiency Standards (ELPS) Coverage: **100%**

Quality Review Overall Score: **215 / 227**

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	**48 / 53**
2. Progress Monitoring	**25 / 28**
3. Supports for All Learners	**32 / 32**
4. Depth and Coherence of Key Concepts	**22 / 23**
5. Balance of Conceptual and Procedural Understanding	**63 / 66**
6. Productive Struggle	**25 / 25**

Strengths

- 1.2 Unit-Level Design: Materials include comprehensive unit overviews that provide background content knowledge and academic vocabulary necessary for effective teaching, and contain supports for families in both Spanish and English with suggestions for supporting their student's progress.
- 1.3 Lesson-Level Design: Materials include comprehensive, structured lesson plans with daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards. They also provide a lesson overview outlining the suggested timing for each component, a list of necessary teacher and student materials, and guidance on the effective use of lesson materials for extended practice, such as homework, extension, and enrichment.
- 2.2 Data Analysis and Progress Monitoring: Materials include instructional assessments and scoring information that provide guidance for interpreting and responding to student performance, offer guidance on using tasks and activities to address student performance trends, and include tools for students to track their own progress and growth.
- 3.1 Differentiation and Scaffolds: Materials include teacher guidance for differentiated instruction, activities, and

scaffolded lessons for students who have not yet reached proficiency, pre-teaching or embedded supports for unfamiliar vocabulary and references in text, and guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

- 3.2 Instructional Methods: Materials include prompts and guidance to support teachers in modeling, explaining, and directly and explicitly communicating concepts to be learned. They provide teacher guidance and recommendations for effective lesson delivery using various instructional approaches, and support multiple types of practice with guidance on recommended structures, such as whole group, small group, and individual settings, to ensure effective implementation.
- 3.3 Support for Emergent Bilingual Students: Materials provide guidance for teachers in bilingual/ESL programs, support academic vocabulary and comprehension, and include resources for metalinguistic transfer in dual language immersion programs.
- 4.1 Depth of Key Concepts: Materials provide practice opportunities and instructional assessments that require students to demonstrate depth of understanding aligned to the TEKS, with questions and tasks that progressively increase in rigor and complexity, leading to grade-level proficiency in mathematics standards.
- 4.3 Spaced and Interleaved Practice: Materials provide spaced retrieval and interleaved practice opportunities with previously learned skills and concepts across lessons and units.
- 5.1 Development of Conceptual Understanding: Materials include questions and tasks that require students to interpret, analyze, and evaluate various models for mathematical concepts, create models to represent mathematical situations, and apply conceptual understanding to new problem situations and contexts.
- 5.2 Development of Fluency: Materials provide tasks designed to build student automaticity and fluency for grade-level tasks, offer opportunities to practice efficient and accurate mathematical procedures, evaluate procedures for efficiency and accuracy, and include embedded supports for teachers to guide students toward more efficient approaches.
- 5.4 Development of Academic Mathematical Language: Materials provide opportunities for students to develop academic mathematical language using visuals, manipulatives, and language strategies, with embedded teacher guidance on scaffolding vocabulary, syntax, and discourse, and supporting mathematical conversations to refine and use math language.
- 6.1 Student Self-Efficacy: Materials provide opportunities for students to think mathematically, persevere through problem-solving, and make sense of

mathematics, while supporting them in understanding multiple ways to solve problems and requiring them to engage with math through doing, writing, and discussion.

- 6.2 Facilitating Productive Struggle: Materials support teachers in guiding students to share and reflect on their problem-solving approaches, offering prompts and guidance for providing explanatory feedback based on student responses and anticipated misconceptions.

Challenges

- 1.1 Course-Level Design: Materials do not include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.
- 2.1 Instructional Assessments: Materials lack teacher guidance for administration of assessments and do not include formative and summative assessments aligned to the TEKS. .
- 4.2 Coherence of Key Concepts: Materials do not include a logically sequenced scope and sequence.
- 5.3 Balance of Conceptual Understanding and Procedural Fluency: Materials do not explicitly state how the conceptual and procedural emphasis of the TEKS are addressed.
- 5.5 Process Standards Connections: Materials do not include a description of how process standards are connected throughout the course and unit.

Summary

Curriculum Associates, LLC *Texas i-Ready Classroom Mathematics* is a K–8 mathematics program. The materials conceptually presents math topics with new skills practiced concretely and then transitioned to an abstract method. The materials contain detailed teacher guidance, such as unit and lesson overviews and tips within lessons to guide teacher questioning and intervention strategies. Various formative and summative assessments are available to inform instructional practices, including lesson quizzes, online comprehension checks, unit quizzes, problem-based assessments, and diagnostic assessments. The program contains specific and comprehensive differentiation strategies for Emergent bilingual students and students who need skill intervention. Lessons embed error alerts that signal misconceptions and provide corrective strategies, sentence stems, "Differentiation for English Learners" sections with activity suggestions, and intervention activities.

Campus and district instructional leaders should consider the following:

- The materials provide alignment to grade 1 standards and instruction in all grade-level mathematical concepts and skills. Campus and district leaders may need to supplement alignment documents, such as the scope and sequence, where appropriate. They also have the option to request a scope and sequence directly from Curriculum Associates, LLC, given that one is not included in the materials.
- The materials have various activities and resources for supporting all learners, including students performing above and below grade-level proficiency and emergent bilingual students. The materials also provide a bank of resources to inform families about their students' learning.

Family letters for each lesson explain the concepts students are learning, offer activities to work on at home, and are available in 11 languages. Teachers may need additional support for providing linguistic accommodations in line with the four levels of language proficiency outlined in the ELPS.

Intentional Instructional Design

1.1	Course-Level Design	10/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	**0/5**
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	**2/2**
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	**2/2**
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	**2/2**
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	**4/4**

The materials do not include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course. Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 160 and a customizable calendar). Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

Materials include a scope-and-sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.

- The i-Ready Classroom K–8 Teacher Toolbox and program implementation materials include pacing guidance for the year and a unit overview outlining concepts, knowledge, and topics taught throughout each unit aligned to the TEKS. The materials did not provide a scope and sequence of ELPS or TEKS taught within the course. Process standards are labeled throughout the units, though they are not the process standards in the TEKS.
- The Texas Ready Teacher Toolbox program implementation and the TEKS and ELPS Standards Correlations provide correlation charts that outline alignment to TEKS and ELPS breakouts in each lesson and process standards throughout the resource. Links include examples of the TEKS and ELPS breakouts being addressed within course materials.
- The materials do not contain a readily available scope and sequence. To access a scope and sequence, educators must request one directly from the publisher. The IMRA Navigation Guide and Components List | Math K–2 _ Texas i-Ready Classroom Mathematics states within the description of the scope and sequence source, "The Scope and Sequence is available to educators per request with either the school's sales rep or partner success manager."

Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, and 210).

- The materials include pacing guidance for the year within the User Guide section of the grade 1 teacher guide 1. The Pacing Guidance for the Year provides the suggested number of days for each unit and outlines the number of days needed to complete each lesson within the units. The total number of days outlined on the Pacing Guidance for the Year is 160. The materials state, "Use these guidelines flexibly alongside district calendars to ensure program completion."
- The materials provide customizable planning templates for districts within the online resource site i-Ready Success Central, which allows districts to map out their pacing based on the number of instructional days they have. For example, a template called Pacing Calendar 2024–2025 gives teachers an "interactive planning template to translate the i-Ready Classroom Mathematics Pacing Guidance for the Year (or your own district's pacing calendar), along with assessment dates and other milestones."
- I-Ready Success Central contains a guide called Alternative Schedules with i-Ready Classroom Mathematics. The guide includes suggested pacing for block schedules and four-day instructional weeks and "[t]ips and recommendations for how to adapt teaching with i-Ready Classroom Mathematics with different schedule types."

Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

- The materials contain an overview of each unit that outlines concepts to be learned throughout the course. The Contents section of the grade 1 teacher guides 1 and 2, contains overviews of each unit and sections that describe the themes and concepts that will be present within each unit.
- The materials found in i-Ready Classroom K–8 (2024) in the grade 1 Program Implementation section provide users with the rationale of the order of units and how concepts to be learned connect throughout the course. The Table of Contents Overview provides a rationale that was developed from research-based practices and conversations with educators. For example, the materials attribute the placement of the geometry and measurements to "educators request[ing] that the lessons be moved to the final unit, providing additional time for operations with two-digit numbers."
- The materials outline how concepts to be learned connect throughout the course through a grade 1 Priority Topics Overview video. This video is found within the online site i-Ready Success Central, and it gives educators an overview of the priority topics for grade 1 and details how they are integrated throughout the units.

Materials include guidance, protocols, and/or templates for unit and lesson internalization.

- The materials contain blank unit, lesson, and session preparation templates that teachers can use to plan and internalize different portions of their math instruction. These materials can be

found within the Plan and Pace section of the online resource site i-Ready Success Central. Sample templates are also provided as a guide for how the blank templates can be used.
- The Classroom Resources section of the i-Ready Classroom K–8 (2024) Teacher Toolbox contains unit flow and progression videos at the beginning of each unit which guide unit internalization. For example, the Unit 2 Flow and Progression video explains how this unit will build on students' prior knowledge when introducing tens as a unit for making teen numbers.
- The materials guide the internalization of lessons through the online site i-Ready Success Central. For example, the Get to Know i-Ready Classroom Mathematics for Teachers guide gives teachers guidance on how lessons are structured over a week, as well as the focus of different sessions throughout the week.

Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

- The online site Ready Central provides school leaders with guiding resources that detail how the materials should be implemented based on their design. The document Get to Know Ready Mathematics (Leaders) details types of lessons, descriptions of lesson components, and a list of the essential components needed to support instruction. The section titled Leadership Resources in Ready Central includes multiple resources for school leaders on a variety of topics. For example, topics such as "Use Ready Mathematics to Provide High-Quality Instruction," "Prioritize Delivery of Grade-Level Content," and "Promote Effective Practices for Teaching and Learning" each contain a list with multiple guiding resources for leaders.
- The online site i-Ready Success Central guides the form of digital courses for administrators and school leaders, which supports the implementation of instructional materials. For example, the Support Educators with Digital Courses guide gives an overview of a course called Introducing i-Ready Classroom Mathematics for Leaders, which helps leaders "learn to lead a successful i-Ready Classroom Mathematics implementation." The guide also includes a course for teachers and instructional coaches called Administering the Diagnostic, which guides educators to set up and administer the diagnostic assessment.
- The Professional Growth section of i-Ready Success Central includes resources for school leaders to support effective instruction and implementation of materials. The Learning Walks section provides guides and planning tools for administrators and instructional coaches to conduct classroom visits. It also offers tools to help them "use their reflections to create and implement a plan that is logical, realistic, and maximizes the impact on student learning."

Intentional Instructional Design

1.2	Unit-Level Design	4/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	**2/2**
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	**2/2**

The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

Evidence includes, but is not limited to:

Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

- The materials provide comprehensive unit overviews of needed background content knowledge within each unit overview of the grade 1 teacher guides. The materials contain a Math Background section at the beginning of each unit with a portion dedicated to prior knowledge. For example, in Unit 1 the prior knowledge skills listed include "be[ing] able to count to find the result when they join or separate sets."
- The materials provide background content knowledge for teachers to teach concepts in the unit effectively. The Math Background section at the beginning of each unit in the teacher guides contains an Insights On portion which details the progression of learning that teachers should build upon as they integrate new concepts from the unit. These sections also highlight effective teaching strategies for the new concepts.
- The materials provide the academic vocabulary necessary to effectively teach the concepts in the unit. The Unit Opener section at the beginning of each unit in the teacher guides contains a Build Your Vocabulary portion which lists unit vocabulary and outlines a vocabulary routine. The Vocabulary Routine includes, for example, the "Cognate Support Routine in which children rate their familiarity with each word on a scale from 1 to 3." The vocabulary routine section also organizes vocabulary into two groups – Math Vocabulary and Academic Vocabulary. Math vocabulary examples include "equation" and "equal sign." Academic vocabulary examples include "model" and "represent."

Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

- The materials provide support for families with suggestions on supporting student progress through the form of family letters, which are available for each lesson. The family letters include supports such as conversation starters to "help family members ask questions that

support the math of the lesson in their everyday life." The family letters are available in 8+ languages, including Spanish, and they can be found in digital form within the Teacher Dashboard under the Plan and Teach resources for each lesson.

- The materials provide digital resources that assist families in supporting their student's progress. An example resource includes a "support website dedicated to families" called i-Ready Classroom Mathematics Family Center, which is "available in over 15 different languages to help families explore the program and provide support at home."
- The materials provide resources for teachers to introduce to families the scope of the program and the support materials available to them. The online resource site i-Ready Success Central provides a slideshow called Introduce i-Ready Classroom Mathematics to Families, which gives an overview of the program structure, resources, and a tutorial for families on how to sign in to the online resources. The materials are available as a presentation in English and Spanish.

Intentional Instructional Design

1.3	Lesson-Level Design	34/34
1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.	**30/30**
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	**1/1**
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	**2/2**
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	**1/1**

The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.

- The materials provide lesson overviews before each of the sessions within a lesson, which provide a comprehensive, structured, and detailed overview of the content and language objectives for the overall lesson. The lesson overviews detail the materials for each session within a lesson. Lesson overviews are available in the teacher guides at the start of a new lesson, and through the digital i-Ready Classroom K–8 (2024) Teacher Toolbox.
- The materials provide comprehensive, structured, and detailed lesson plans for each session (day) of learning and include multiple components. The sessions include daily objectives within the Purpose section, which describe the portion of the content objective that will be the focus of the session. The sessions include embedded questions for teachers to ask throughout the plan. For example, the Facilitate Whole Class Discussion section of a session includes questions for the teacher to ask students and a sample of answers to listen for to confirm student comprehension. Teachers use sentence stems, present throughout the lesson, to address language objectives. The session plans are in the teacher guides or the i-Ready Classroom K–8 (2024) Teacher Toolbox.
- The materials provide comprehensive, structured, and detailed tasks and instructional assessments in different forms throughout the material. The materials include detailed descriptions to set up and evaluate student work. For example, the Try It and Apply It sections

are among the different instructional tasks that describe to the teacher how to set students up for the task and how to assess the work. The materials provide many forms of instructional assessments. The session materials include a Close activity which presents a comprehension question for students to answer at the end of sessions as a formative assessment. The materials provide end-of-lesson assessments in multiple forms that include lesson quizzes, activity-based assessments, and digital comprehension checks. The instructional tasks and assessments can be found in the teacher guides or the i-Ready Classroom K–8 (2024) Teacher Toolbox.

Materials include a lesson overview outlining the suggested timing for each lesson component.

- The materials include the amount of time needed for each session that makes up a lesson. The Program Overview section of the teacher guide contains a Program Organization portion, which explains that "[w]ithin a lesson, each session (or 'day') plays a different role in supporting student understanding. This provides children with a variety of experiences and gives them the time they need to develop conceptual understanding and build procedural fluency, as well as apply concepts they've learned to new situations. Each session takes 45–60 minutes to complete and includes time for instruction, practice, and differentiation."
- The materials detail specific amounts of time needed for each component that makes up a session. For example, the Lesson 15 Overview in the Teacher Guide Volume 2 recommends 5–10 minutes for Number Sense, 20 minutes for Make Connections, 15–25 minutes for Centers, and 5 minutes for Close in Session 4.
- The materials account for the time needed to administer assessments within the Pacing Guide for the Year. The pacing guide, found in the User Guide section of the teacher guide, includes days built into the yearly schedule, specifically for unit assessments and digital comprehension checks.

Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.

- The materials include lesson overviews within the grade 1 teacher guides that list all printed, physical, and digital materials necessary to effectively deliver each session. For example, the Lesson 1 Overview in the teacher guide includes a section titled What You Need, which details necessary slide decks, math tool kit items, and materials for each session.
- The i-Ready Classroom K–8 (2024) Teacher Toolbox contains all printable materials for a lesson. The materials are organized within each lesson by the components they relate to. For example, in Lesson 5 under the Instruction, Practice, & Centers tab, all digital or print resources are organized by session name in document or slideshow form.

- The materials include supports such as reteach lessons which come with their own set of material lists. For example, the Tools for Instruction section of the i-Ready Classroom K–8 (2024) Teacher Toolbox includes documents within lessons that describe a supplementary instructional activity and the materials.

Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

- The materials guide the effective use of materials for at-home practice. The resource materials for lessons include a Connect to Family Letter that guides extended practice. For example, the Unit 1, Lesson 4, Family Letter gives guidance such as "encourage your child to count on from the number of objects they see to the number of objects in all." The family letters are available through the i-Ready Classroom K–8 (2024) Teacher Toolbox within the Plan and Teach section of lessons.
- The materials provide opportunities to extend learning in the form of extension activities. Extend activities can be found in the Centers, Differentiation, and Practice sections of lessons within the grade 1 teacher guides. The materials include a list of needed materials, directions for the activity, and a way to challenge the students to extend their thinking even further. The materials guide teachers on selecting students who are ready for extension activities, such as, "Use with children who have demonstrated ability to count on to subtract."
- The materials provide students with extended practice through various center activities. For example, the Race to The Finish Line center activity provides effective extended practice with adding or subtracting within 20, and guidance for the teacher on how to prepare and teach the center. Center materials can be found in the Centers Library section of the Program Implementation portion of the i-Ready Classroom K-8 (2024) Teacher Toolbox.
- The materials provide resources for enrichment activities at the end of lessons. "Enrichment Activities provide additional challenges through group collaborative activities." Previews of these materials are available in the Differentiation | Post Assessment sections at the end of lessons within the grade 1 teacher guides. Access the full resources through the Extend sections of lessons within the i-Ready Classroom K–8 (2024) Teacher Toolbox.

Progress Monitoring

2.1	Instructional Assessments	21/24
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	**12/12**
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	**2/2**
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	**1/2**
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	**4/6**
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	**2/2**

The materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure accurate administration of instructional assessments. Materials do not include teacher guidance to ensure consistent administration of instructional assessments. Diagnostic, formative, and summative assessments are aligned to the objectives of the course, unit, or lesson. Diagnostic assessments are aligned to the TEKS of the course, unit, or lesson. Formative and summative assessments are not aligned to the TEKS of the course, unit, or lesson. Instructional assessments include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

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- The materials include a variety of instructional assessments at the unit level that vary in types of questions and tasks. Unit assessments include formative and summative assessments. Unit Reviews are available at the end of units and are used as a formative assessment to check for understanding before the Summative Assessments. For example, in the grade 1 Teacher's Guide, Unit 2, Unit Review, a variety of questions and tasks are provided to review the skills from Lessons 6–10. The review includes addition using a 10-frame, addition word problems, adding three one-digit numbers, finding the standard form when given ones and tens, and decomposing a two-digit number into ones and tens. Summative assessments are included at the end of units and include a variety of assessments and tasks. For example, in the grade 1 Teacher's Guide, Unit 2, Unit Assessment, a variety of questions and tasks are included. The assessment includes adding three one-digit numbers, solving addition and subtraction word problems, decomposing a two-digit number into ones and tens, drawing a group of ten, and choosing the correct strategy.

- The materials include a variety of instructional assessments at the lesson level that vary in types of questions and tasks. Lesson assessments include formative and summative assessments. Lessons include a variety of formative assessment activities such as the Connect It, Apply It, and Independent Practice portions of lessons. For example, in the grade 1 Teacher's Guide, Unit 1, Lesson 1, Session 1, the sections Try It and Discuss It provide directions for teachers on what student behaviors to look for. Lesson summative assessments are available in three different forms, including Activity-Based Assessments, Lesson Quizzes, and online Comprehension Checks. For example, the Lesson 3 activity-based assessment involves students physically sorting objects and justifying their choices.
- The materials provide online diagnostic assessments that are administered at certain points in the year. Diagnostic assessments include a variety of questions and tasks. For example, the grades 1–2 Introduce the Diagnostic video, found on the online site i-Ready Success Central, shows students how to answer different question types they may encounter. Teachers assign diagnostic assessments online through the i-Ready portal under the Assess and Teach Tab.

Materials include the definition and intended purpose for the types of instructional assessments included.

- The Assessment and Reports section of the Program Overview in Teacher's Guide Volume 1 includes definitions for print and digital assessments such as adaptive diagnostic and activity-based assessments.
- The section Assess and Use Data, Learn the Basics in Success Central includes a downloadable K–1 Assessments in i-Ready Mathematics Guide. The guide describes the intended purposes of the instructional assessments. The introduction of the guide states, "In this guide, you will learn about the assessments available in i-Ready Classroom Mathematics and how to incorporate them into your instruction to get the most out of the program for yourself and your students."
- The materials provide specific guidance for the definition and intended purpose of diagnostic assessments. The guide Diagnostic & i-Ready Classroom Mathematics in i-Ready Success Central provides guidance in understanding when diagnostic testing is typically administered and how data and reports from the Diagnostic and i-Ready Classroom Mathematics resources drive teacher-led instruction and support student learning.

Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

- The materials include teacher guidance for accurate administration of instructional assessments, including diagnostic assessments. The recommended teacher actions and tips are listed and categorized as Before the Diagnostic, During the Diagnostic, and After the Diagnostic within the Diagnostic Proctoring guide on i-Ready Success Central. For example, the During the Diagnostic section suggests that teachers "Glance at students' computer screens and Diagnostic progress bars to ensure students are staying on track by observing for rushing, fast clicking, open tabs or other websites, etc."
- The materials include teacher guidance for accurate administration of formative assessments. For example, a formative assessment in Lesson 4 instructs teachers to "Have children solve the

problem using any strategy they would like. Children may use number paths, number bonds, or a related fact to solve."
- The materials do not include teacher guidance to ensure consistent administration of instructional assessments. Directions for how to administer assessments are present; however, specific verbiage for teachers to say during administration is not provided.

Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

- The Diagnostic Assessment is aligned with grade 1 content objectives for the course. The section Assessments and Reports, found in the table of contents of the teacher guide, states the diagnostic is an online, adaptive experience that "pinpoints students' strengths and needs across all K–12 skills and domains." The Diagnostic Results section of the i-Ready Teacher Toolbox shows teachers specific course topics that their students need improvement in after taking the diagnostic.
- The formative assessments throughout the materials are aligned to the content objectives of the lessons. For example, one objective for Lesson 5, Session 2 is to "Recognize equations that represent problems." The formative assessment, found in the Apply It section, asks students to correctly identify where numbers belong in a number sentence frame, based on a story problem.
- The summative assessments throughout the material align with the unit and lesson objectives. For example, a Lesson 4 content objective is, "When efficient, use a counting on-strategy to solve a subtraction problem." The Lesson Quiz tests students on their capabilities to use this strategy.
- The Diagnostic Assessment is aligned to grade 1 TEKS for the course. The TEKS Performance section of the online i-Ready platform in the Diagnostic Reports section offers a breakdown of individual student responses by TEKS. This report shows student proficiency within each TEKS.
- The materials do not have the TEKS listed anywhere for formative or summative assessments. These assessments cannot be evaluated for Unit TEKS alignment without the TEKS being listed in the materials.

Instructional assessments include standards-aligned items at varying levels of complexity.

- Instructional assessments in the materials include items at varying levels of complexity. The Teacher's Guide answer keys for lesson quizzes list the DOK level of each quiz question. For example, Lesson 5 quiz, question 1 is labeled DOK level 2.
- The diagnostic assessment includes standards-aligned items and reports student proficiency level with each TEKS. The TEKS Performance report in the online i-Ready platform gives teachers a breakdown of how students performed on each TEKS during the Diagnostic assessment.

Progress Monitoring

2.2	Data Analysis and Progress Monitoring	4/4
2.2a	Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.	**2/2**
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	**1/1**
2.2c	Materials include tools for students to track their own progress and growth.	**1/1**

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.

- The diagnostic assessment reports provide guidance for interpreting and responding to student data. Individual student profiles within the Diagnostic Results section of the i-Ready platform interpret and report student responses and provide recommended responses to the data. For example, the demo student, Julia Flores', Diagnostic Window 3 Overall Placement Results say, "Test results indicate that Julia has good quantitative reasoning skills but would benefit from a review of various pre-K skills related to visual representation and spatial reasoning. Instruction in these areas should take advantage of Julia's strength with counting patterns and addition and subtraction concepts. This priority places Julia in Instructional Grouping Profile 4."
- The online Comprehension Checks provide guidance for interpreting and responding to student data. The grade 1 Teacher Toolbox document, Assessments and Reports, suggests using the Comprehension Checks to create reports about the student's strengths, weaknesses, gaps, and common misconceptions. "The response analysis from Comprehension Check Results (Student) Report provides insight into common student errors and misconceptions, making it easier to support children's understanding."
- The lesson quizzes provide guidance for interpreting and responding to student data. Guidance is provided in the Teacher's Guide after lesson quizzes in the Differentiation section. The Differentiation section states, "Use these resources from Teacher Toolbox to reteach, reinforce, and extend the concepts as needed after assessment."

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

- The grouping guidance for Diagnostic assessments provides guidance for the use of included tasks and activities to respond to student trends in performance on assessments. For example, Diagnostic Window 3, Group 2 includes Instructional Priorities and Recommendations for Teacher-Led Instruction such as "Use five-frames, ten-frames, connecting cubes, and so forth to assist children in visualizing the number combinations for five and ten, and in solving part-part-whole problems." The Instructional Grouping section also includes links to the recommended tools for instruction for each grouping.
- The materials provide guidance for tasks and activities to reteach students after unit assessments. In the grade 1 Teacher's Guide, after unit assessments, the differentiation sections state, "For children who answer problems incorrectly on the Unit Assessment, choose from the following resources on the Teacher Toolbox for additional support." The Reteach Activities are in a section called Tools for Instruction that can be accessed in lesson sections.
- The materials provide guidance for the use of centers, differentiation, and practice within lesson sessions based on formative assessment data. In the Differentiation section, the materials provide guidance for when to use the activities. For example, in Lesson 10, the differentiation section describes different activities to do with students based on their responses.

Materials include tools for students to track their own progress and growth.

- i-Ready Success Central provides Student and Class Data Trackers for tracking progress and growth. For example, the 41-page K–8 Class Data Trackers download provides templates for individual and class Goal Gauges and Posters.
- The materials include tools for students to track their progress and growth on diagnostic assessments. For example, the Tips and Tools: Preparing Students for the Diagnostic document in i-Ready Success Central provides student data trackers, pledge sheets, and learning reflections.
- The materials provide students the opportunity to track their growth throughout lessons and sessions. The self-check portion of the unit openers allows students to reflect on what they already know about the new topic. Students then complete a self-reflection at the end of units to evaluate growth through the unit.

Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	**3/3**
3.1b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	**2/2**
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	**3/3**

The materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

- The materials include session-level differentiated instruction for students who do not reach grade-level proficiency on grade-level content and skills. The Differentiation | Teacher Led Small Groups sections in teacher guide sessions contain guidance for teachers to select and teach students who need a differentiated reteach. For example, Lesson 6, Session 2 reteach says, “Use with students who need additional support with composing a ten and some ones into a teen number.” The lesson lists needed materials, teacher moves, and guiding questions for instruction.
- The materials provide differentiated activities at the lesson level for students who do not reach grade-level proficiency. The Differentiation | Post Assessment sections at the end of lessons include activities to reteach concepts in response to lesson quiz data. The activity directions are available in the i-Ready Teacher Toolbox in the Reteach section of each lesson.
- The materials provide guidance for scaffolded lessons and activities for students who do not reach grade-level proficiency using the program diagnostic and prerequisite report. Each Unit Overview refers to the prerequisite report and directs teachers to use it when planning to address children’s needs within grade-level instruction. The Prerequisites report in the i-Ready dashboard sorts students into groups for each unit based on their data from the diagnostic test. The materials include a list of recommended resources to use with each prerequisite group to build their skills for the unit. The materials state, “Use the prerequisites report to access resources to use with groups of children who need additional support or in-depth review of prerequisite skills for the upcoming lessons.”

Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)

- The materials provide pre-teaching guidance for unfamiliar academic vocabulary for each unit. The materials include a Build Your Vocabulary routine at the beginning of units to recall vocabulary students may already know and to pre-teach unfamiliar words. Students rate their familiarity, discuss what they know about the word, and identify any cognates they can connect from their home language. The teacher models the word in context and connects it to topics that are familiar to students.
- The materials provide embedded support for unfamiliar vocabulary with sentence frames. The materials provide sentence stems to support vocabulary development in whole-class activities. For example, Lesson 15, Session 1, Build Concepts activity supports student use of the word *digit* with the sentence stems "I think digit means ___," and "An example of a two-digit number is ___."
- The materials provide pre-teaching for unfamiliar references in the text. For example, in the Develop Academic Language section of Lesson 16, Session 2 guides teachers to explain the meaning of "describe what the numbers mean in words." Teacher guidance suggests explaining this reference by first giving nonsensical examples to show how numbers without a description do not provide context to a listener. The materials guide teachers to ask children what their number refers to and to provide the sentence frame, "What did you mean by [number]?"

Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

- The teacher guide materials provide differentiated lessons to use with students who have demonstrated proficiency in grade-level content and skills. The Centers, Differentiation, and Practice sections of sessions provide Extend activities for content-proficient students. For example, Lesson 15, Session 2, Extend activity states, "Use with children who have demonstrated ability to organize two-digit numbers as tens and ones."
- The materials include enrichment activities for students who have demonstrated proficiency in grade-level content and skills. The Extend, Enrichment Activities section of lessons in the i-Ready Teacher Toolbox provides a challenge activity to apply content skills. For example, the Lesson 16 enrichment activity asks students to write numbers in their correct locations on a partial 120 grid with only two pre-placed numbers.
- The materials provide extension activities for students who have demonstrated proficiency in grade-level content and skills. The i-Ready Teacher Toolbox provides three different levels of an activity for students below, on, and above grade level in the Reinforce section of lessons.

Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	**6/6**
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	**4/4**
3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	**3/3**

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

Evidence includes, but is not limited to:

Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).

- The materials provide prompts and guidance to support teachers in modeling the concepts to be learned directly and explicitly. Lessons contain directions for teachers on actions they should take and prompt them on what they should say. For example, Lesson 7, Session 1, Discover It section guides teachers to model the concept of finding totals within five using fingers to show addition. The materials state, “Demonstrate adding fingers a few times with a volunteer,” and “Say: To add and find how many in all, we can count all the fingers.”
- The materials provide prompts and guidance to support teachers in explaining the concepts to be learned directly and explicitly. The lesson components guide teachers on when to provide explanations and provide prompts for how to explain concepts. For example, Lesson 4, Session 2, Apply It, Error Alert section states, “If children show the incorrect number of counters for a selected number, remind them to look at the number of dots on the card and match their counters to the dots to make sure they are correct.”
- The materials provide prompts and guidance to support teachers in communicating the concepts to be learned directly and explicitly. Teachers use Ask and Listen prompts in lessons to initiate student discussion of concepts and identify relevant responses. Teachers utilize relevant student responses to communicate concepts to be learned. For example, the Ask portion of a lesson gives teachers a question prompt to ask students. The Listen portion of a lesson guides teachers to recognize responses that are ideal and relevant to the content.

Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

- The materials include teacher guidance and recommendations for effective lesson delivery using a variety of instructional approaches. The materials include embedded instructional routines throughout lessons that "are designed to be used for all children as they access mathematical concepts and their growing mathematical understanding." The Routines That Empower Students section within the User Guide of the Teacher's Guide Volume 1 details instructional approaches to use when delivering lessons. For example, the materials describe the instructional approaches Three Reads, Notice and Wonder, and Act It Out that are used in the Try It sections of lessons. The materials explain the purpose of the instructional approaches and provide an overview of how to use them in lesson delivery.
- The materials include teacher guidance and recommendations for effective lesson facilitation using a variety of instructional approaches. The materials include Support Partner Discussion and Facilitate Whole Class Discussion sections in each lesson. These sections include guiding questions to prompt discussion and responses for teachers to listen for as they monitor discussions. The Support For Academic Discourse section of the User Guide in the Volume 1 Teacher's Guide instructs teachers on how to facilitate these discussions.
- The materials include teacher guidance and recommendations for effective lesson facilitation using a variety of instructional approaches. Lessons provide bullet-point descriptors of actions teachers should take to facilitate each component of a lesson. For example, the components of the lessons include Try It, Discuss It, and Connect It, and each component has its own descriptors for facilitation.

Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

- The materials support multiple types of practice and teacher guidance to support effective implementation. Lessons contain a variety of practice opportunities, such as independent worktext activities, center activities, digital games, fluency practice, partner discussions, digital interactive practice, and teacher-led small group practice. Lesson overviews provide teachers with an overview of all lesson practice activities.
- The materials include teacher guidance and recommended structures to support effective implementation. Lesson overviews include a pacing guide that codes each activity component by its recommended structure. For example, the Pacing Guide codes each activity as recommended to be completed by individuals, pairs, small groups, or whole class.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	11/11
3.3a	Materials include teacher guidance on providing linguistic accommodations for various 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.	2/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	1/1
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	8/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

The materials include teacher guidance on providing linguistic accommodations for various 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. Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

Materials include teacher guidance on providing linguistic accommodations for various 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 teacher guidance on providing linguistic accommodations for various levels of language proficiency. The start of each unit includes a Connect Language Development to Mathematics section with a table that details the language expectations for different levels. The Beginning, Intermediate, and Advanced/Advanced High levels each have a breakdown of language domain expectations for the unit. The table lists the language domains as listening, speaking, reading, and writing. For example, the Unit 1, Beginning, Listening expectations state, “Follow simple oral directions to represent situations of adding and subtracting, using manipulatives and drawings with a partner.”
- The materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency. Each session includes a Differentiation | English Learners section with three activities that “[help] teachers scaffold or amplify language in the next session so English learners can access and engage with grade-level mathematics.” For example, in Lesson 7, Session 1, the Differentiation I English Learners section provides listening and speaking support

for Emergent bilingual students levels 1–5. The table divides the levels and activities into Levels 1–3, Levels 2–4, and Levels 3–5.

Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- The materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The Integrate Language and Mathematics document in the i-Ready Dashboard provides an overview of the Try-Discuss-Connect Framework for teachers to address the language demands for reading, writing, speaking, and listening. The guidance and descriptions include Language Routines, Teacher Moves, and Differentiated Instruction for English Learners. For example, "To make sure children understand the problem, use a language routine such as Act It Out. In this routine, children use actions, gestures, role-playing, pictures, or objects to help convey a context or concept."
- The materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The Resources for Language Development portion of the Teacher's Guide lists features of the materials for English learner support. Features include language expectations, cognate support routines, and differentiation for Emergent bilingual students. The materials state, "Use the resources…to build the academic language of all children, especially English learners."
- The materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Unit materials include a Connect Language Development to Mathematics section with a table that details the language expectations for different levels. The Beginning, Intermediate, and Advanced/Advanced High levels each have a breakdown of language domain expectations for the unit. The table lists the language domains as listening, speaking, reading, and writing.

Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

- The materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through oral and written discourse. Lessons contain Differentiation | English Learners sections to support emergent bilingual students with the activities presented in the lessons. Differentiation lessons vary from session to session and include teacher guidance for building academic vocabulary and making cross-linguistic connections when applicable. For example, Lesson 13, Session 4, Differentiation section includes support for "Speaking/Writing" about the word combine.
- The materials include embedded guidance for teachers to support emergent bilingual students in increasing comprehension through oral and written discourse. The lessons embed sentence frames to support emergent bilingual students in building their comprehension through speaking and writing. For example, Lesson 14, Session 1, provides sentence frames to use with the Discover It activity. Teachers use the sentence frames "To support children explaining their strategies when speaking or writing."

- The materials include embedded guidance for teachers to support emergent bilingual students in building background knowledge through oral and written discourse. Lessons include a Connect to Culture section which is used "to connect with and leverage the diverse backgrounds and experiences of all children. Engage children in talking and learning about the theme throughout the lesson." For example, Lesson 14, Connect to Culture lesson prompts teachers to build background knowledge for Session 3, Try It. The activity has children look at a slide and talk about what they like best about lunchtime at school. "Have children turn and talk with a partner about what they like about lunchtime. Then have the children help make a display that shows how many children like each reason."
- The materials include embedded guidance for teachers to support emergent bilingual students in making cross-linguistic connections through oral and written discourse with the Cognate Support Routine. The materials direct the teacher to use the Cognate Support Routine before the unit for students speaking Spanish or other Latin-based languages. For example, the Unit 1 Build Your Vocabulary section, Cognate Routine states, "Ask students if any of the academic words look or sound similar to a word in their first language.... Write the cognates and have students copy them in their book next to the academic words. Say each of the cognates aloud or ask a native-speaker volunteer to model pronunciation and have students repeat." The materials list cognates for teachers in the Build Your Vocabulary section of each unit.

Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

- The materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through oral and written discourse. Lessons contain Differentiation | English Learners sections to support emergent bilingual students with the activities presented in the lessons. Differentiation lessons vary from session to session and include teacher guidance for building academic vocabulary and making cross-linguistic connections when applicable. For example, Lesson 13, Session 4, Differentiation section includes support for "Speaking/Writing" about the word *combine*.
- The materials include embedded guidance for teachers to support emergent bilingual students in increasing comprehension through oral and written discourse. The lessons embed sentence frames to support emergent bilingual students in building their comprehension through speaking and writing. For example, Lesson 14, Session 1, provides sentence frames to use with the Discover It activity. Teachers use the sentence frames "To support children explaining their strategies when speaking or writing."
- The materials include embedded guidance for teachers to support emergent bilingual students in building background knowledge through oral and written discourse. Lessons include a Connect to Culture section which is used "to connect with and leverage the diverse backgrounds and experiences of all children. Engage children in talking and learning about the theme throughout the lesson." For example, Lesson 14, Connect to Culture lesson prompts teachers to build background knowledge for Session 3, Try It. The activity has children look at a slide and talk about what they like best about lunchtime at school. "Have children turn and talk with a partner about

what they like about lunchtime. Then have the children help make a display that shows how many children like each reason."
The materials include embedded guidance for teachers to support emergent bilingual students in making cross-linguistic connections through oral and written discourse with the Cognate Support Routine. The materials direct the teacher to use the Cognate Support Routine before the unit for students speaking Spanish or other Latin-based languages. For example, the Unit 1 Build Your Vocabulary section, Cognate Routine states, "Ask students if any of the academic words look or sound similar to a word in their first language.... Write the cognates and have students copy them in their book next to the academic words. Say each of the cognates aloud or ask a native-speaker volunteer to model pronunciation and have students repeat." The materials list cognates for teachers in the Build Your Vocabulary section of each unit.

If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

- The materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language with a Cognate Support Routine. The materials direct the teacher to use the Cognate Support Routine before the unit for students speaking Spanish or other Latin-based languages. For example, the Unit 1 Build Your Vocabulary section, Cognate Routine states, "Ask students if any of the academic words look or sound similar to a word in their first language.... Explain to students that words in two languages that share the same or similar meaning, spelling, and pronunciation are called cognates. Write the cognates and have students copy them in their book next to the academic words." The materials list cognates for teachers in the Build Your Vocabulary section of each unit.
- The materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language through a Bilingual Glossary. The Student Worktext materials include a bilingual glossary that provides vocabulary words and terms in English and Spanish with pictorial representations.

Depth and Coherence of Key Concepts

4.1	Depth of Key Concepts	3/3
4.1a	Practice opportunities over the course of a lesson and/or unit (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.	**1/1**
4.1b	Questions and tasks progressively increase in rigor and complexity, leading to grade-level proficiency in the mathematics standards.	**2/2**

The practice opportunities over the course of a lesson and/or unit (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS. Questions and tasks progressively increase in rigor and complexity, leading to grade-level proficiency in the mathematics standards.

Evidence includes, but is not limited to:

Practice opportunities over the course of a lesson and/or unit (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.

- The materials provide practice opportunities over the course of a lesson that require students to demonstrate depth of understanding aligned to the TEKS. For example, the materials provide a variety of contexts to practice developing an understanding of composing and decomposing teen numbers. Lesson 6, Session 1, Discover It requires students to use objects to create a 10-unit. Lesson 6, Session 3, Apply It requires students to decompose teen numbers using a number bond by identifying a ten and some ones.
- The materials provide practice opportunities over the course of a lesson that require students to demonstrate depth of understanding aligned to the TEKS. For example, the lesson materials provide practice opportunities through independent practice pages in the student worktext, center practice, teacher-led small group activities, and digital practice.
- The materials provide practice opportunities throughout a unit, including instructional assessments, that require students to demonstrate depth of understanding aligned to the TEKS. For example, the end-of-lesson assessments include a lesson quiz and a digital comprehension check that have a variety of question types. Lesson 6, digital comprehension check, Teen Numbers B assessment measures students' ability to compose and decompose teen numbers. The assessment includes question types such as fill-in-the-blank and multiple-choice.

Questions and tasks progressively increase in rigor and complexity, leading to grade-level proficiency in the mathematics standards.

- The materials include questions that progressively increase in rigor and complexity, leading to grade-level proficiency in the mathematics standards. For example, Lesson 1, Session 2, Try-Discuss-Connect activity embeds guiding questions that increase in rigor. The initial question asks students, "How does your model represent the number of children that make key

chains?" The final question asks students, "What is the same and different about all number partners in this activity?"

- The materials include tasks that progressively increase in rigor and complexity, leading to grade-level proficiency in the mathematics standards. The grade 1 Teacher's Guide, Program Overview, and Program Organization explain two types of lesson structures. Strategy Lessons "help children make important connections and deepen their understanding while acquiring and developing mathematical skills and strategies." Math in Action Lessons "use a real-world task to engage children in problem-solving, developing mathematical practices, using data, and making connections across the content of the unit."
- The materials include tasks that progressively increase in rigor and complexity, leading to grade-level proficiency in the mathematics standards. For example, the Unit 1 Math in Action Lesson incorporates the skills learned in Unit 1 into fruit kebab-themed lessons and activities. Collect, Organize, and Interpret Data involves students generating data for a class graph and answering questions about the results.

Depth and Coherence of Key Concepts

4.2	Depth and Coherence of Key Concepts	11/12
4.2a	Materials demonstrate coherence across courses/grade bands through a logically sequenced and connected scope and sequence.	**1/2**
4.2b	Materials demonstrate coherence across units by explicitly connecting patterns, big ideas, and relationships between mathematical concepts.	**3/3**
4.2c	Materials demonstrate coherence across units by connecting the content and language learned in previous courses/grade levels and what will be learned in future courses/grade levels to the content to be learned in the current course/grade level.	**3/3**
4.2d	Materials demonstrate coherence at the lesson level by connecting students' prior knowledge of concepts and procedures from the current and prior grade level(s) to new mathematical knowledge and skills.	**4/4**

The materials demonstrate coherence across courses/grade bands. The materials do not include a logically sequenced and connected scope and sequence. Materials demonstrate coherence across units by explicitly connecting patterns, big ideas, and relationships between mathematical concepts. Materials demonstrate coherence across units by connecting the content and language learned in previous courses/grade levels and what will be learned in future courses/grade levels to the content to be learned in the current course/grade level. Materials demonstrate coherence at the lesson level by connecting students' prior knowledge of concepts and procedures from the current and prior grade level(s) to new mathematical knowledge and skills.

Evidence includes, but is not limited to:

Materials demonstrate coherence across courses/grade bands through a logically sequenced and connected scope and sequence.

- The materials demonstrate coherence across the course through logically sequenced lessons. The Learning Progression sections of lesson overviews connect students' prior and future concepts to the current lesson. For example, Lesson 11, Learning Progression details the skills leading up to and following after the current skill of solving word problems to 20.
- The materials demonstrate coherence across grade bands through logically connected lessons. For example, Unit 1 Lesson Progression shows that grade 1 Lesson 1, Number Partners to 10, builds upon grade K Lesson 11, Count, Show, and Write Numbers 6 to 10, Lesson 14, Compose and Decompose 10, and Lesson 15, Find Number Partners for 10. Grade 1, Lesson 1 prepares students for grade 2, Lesson 1, Mental Math Strategies for Addition, and Lesson 8, Use Addition and Subtraction Strategies with Two-Digit Numbers.
- The materials do not contain a readily available scope and sequence. To access a scope and sequence, educators must request one directly from the publisher.

Materials demonstrate coherence across units by explicitly connecting patterns, big ideas, and relationships between mathematical concepts.

- The materials demonstrate coherence across units by explicitly connecting patterns between mathematical concepts. The grade 1 Teacher's Guide Program Overview provides guidance for using a concrete-representational-abstract instructional approach to help children better understand mathematical concepts. Students transition from using concrete materials to using representational drawings, and then to using abstract symbols. For example, Lesson 4 begins with students using cubes to represent a ten unit, then moves into pictorial ten-frames. The lesson ends with students composing and decomposing teen numbers without objects or pictures.
- The materials demonstrate coherence across units by explicitly connecting big ideas between mathematical concepts. The online resource i-Ready Success Central includes a grade 1 Priority Topics Overview video that details how priority concepts are present throughout multiple units. For example, the video outlines the priority topic of adding and subtracting within 100. The units include this big idea through Unit 1 by "develop[ing] addition and subtraction strategies within 20 for a variety of problem types," Unit 2 with addition and subtraction within 20, and Unit 3 with solving word problems and making connections.
- The materials demonstrate coherence across units by explicitly connecting relationships between mathematical concepts. The Learning Progression sections of lessons detail how the current lesson connects with other lessons. For example, Lesson 11, Learning Progression, details the skills leading up and following after the current skill of solving word problems to 20.

Materials demonstrate coherence across units by connecting the content and language learned in previous courses/grade levels and what will be learned in future courses/grade levels to the content to be learned in the current course/grade level.

- The materials demonstrate coherence across units by connecting the content and language learned in previous courses to the content to be learned in the current course. For example, the Learning Progression section in the Lesson 6 Overview connects the skills learned in previous lessons to skills taught in the current lesson. The materials state that previously in grade 1, "Children have used teen numbers as they counted up to 20 objects. They have understood ten as 10 ones and have used this understanding as they added numbers with sums of 10, subtracted from 10, and found number partners to 10." The prior content and language connect to the current lesson in which "Children recognize that they can think of 10 ones as a unit called a ten. Then they build on this idea to see ten numbers as a unit of ten and some more ones."
- The materials demonstrate coherence across units by connecting what will be learned in future courses to the content to be learned in the current course. For instance, the Learning Progression section in the Lesson 6 Overview demonstrates how the skills that will be learned in the future link to the current lesson skills. The current lesson involves "Children recognize that they can think of 10 ones as a unit called a ten. Then they build on this idea to see teen numbers as a unit of ten and some more ones." Lesson 6 connects to future lessons in which "children will build on this foundation as they further develop their understanding of place

value. They will see multiples of 10 as a number of tens and no ones and see two-digit numbers as quantities of tens and ones."

- The materials demonstrate coherence across units by connecting what will be learned in future grade levels to the content to be learned in the current grade level. For example, Unit 1 Lesson Progression shows that grade 1 Lesson 1, Number Partners to 10, builds upon grade K Lesson 11, Count, Show, and Write Numbers 6 to 10, Lesson 14, Compose and Decompose 10, and Lesson 15, Find Number Partners for 10. Grade 1, Lesson 1 prepares students for grade 2, Lesson 1, Mental Math Strategies for Addition, and Lesson 8, Use Addition and Subtraction Strategies with Two-Digit Numbers.

Materials demonstrate coherence at the lesson level by connecting students' prior knowledge of concepts and procedures from the current and prior grade level(s) to new mathematical knowledge and skills.

- The materials demonstrate coherence at the lesson level by connecting students' prior knowledge of concepts and procedures from the current grade level to new mathematical knowledge and skills. The materials scaffold concepts and procedures for students and build on prior understanding from previous units. For example, Lesson 16 Overview states that a current learning objective for students is to "count and write from 100 to 120." Previous lessons required that students "practiced counting by 1s and 10s to 100, which laid the foundation for understanding the cardinality of numbers and the place-value concept that 10 ones can be represented as 1 ten. Children also read and wrote numbers from 0 to 20."
- The materials demonstrate coherence at the lesson level by connecting students' prior knowledge of concepts and procedures from the current grade level to new mathematical knowledge and skills. Diagnostic assessment data "generates the Prerequisites report, which helps you identify students' prerequisite learning needs." The Unit 1 Prerequisite Report Overview suggests using the prerequisite report to "Understand the level of prerequisite support students need in preparation for upcoming grade-level content" and "Access resources to use with groups of students who need additional support or in-depth review of prerequisite skills for upcoming lessons."
- The materials demonstrate coherence at the lesson level by connecting students' prior knowledge of concepts and procedures from prior grade levels to new mathematical knowledge and skills. For example, Lesson 3 Overview states that students will "Use objects, drawings, and equations to represent and solve addition and subtraction problems within 10." The lesson concepts build on prior understanding from grade K where "Children represent addition and subtraction within 10, including word problems, with physical models, pictures, and equations."

Depth and Coherence of Key Concepts

4.3	Spaced and Interleaved Practice	8/8
4.3a	Materials provide spaced retrieval opportunities with previously learned skills and concepts across lessons and units.	**4/4**
4.3b	Materials provide interleaved practice opportunities with previously learned skills and concepts across lessons and units.	**4/4**

The materials provide spaced retrieval opportunities with previously learned skills and concepts across lessons and units. Materials provide interleaved practice opportunities with previously learned skills and concepts across lessons and units.

Evidence includes, but is not limited to:

Materials provide spaced retrieval opportunities with previously learned skills and concepts across lessons and units.

- The materials provide spaced retrieval opportunities with previously learned skills across lessons and units. The Teacher Toolbox Preparing by Unit document suggests using Session Centers for spaced retrieval opportunities of previously learned skills. The Centers Library "offers an engaging way to support, review, and enhance skills/fluency of grade-level concepts; used repeatedly throughout the year." For example, the materials suggest reusing six centers from prior units in Unit 5, such as "Show It (Card 27)" and "Dare to Compare (Card 25)."
- The materials provide spaced retrieval opportunities with previously learned concepts across lessons and units. For example, sessions embed Number Sense activities. The Program Overview states, "Every session starts with a student-driven activity designed to help children," "Develop a sense of number and quantity," "See numbers and quantities everywhere," "Uncover patterns and see number relationships," "Use numbers flexibly to solve problems," and "Use language to construct number sense."
- The materials provide spaced retrieval opportunities with previously learned skills and concepts across lessons and units. The materials include discussion prompts to activate students' prior knowledge of preceding concepts as an access point for building new mathematical understanding. Explore sessions of lessons guide teachers to facilitate discussions that activate prior knowledge. For example, Lesson 10, Session 1, Discover It section guides teachers "To activate previous knowledge regarding doubles, begin the exploration by folding a sheet of paper in half. Have the class pick a number from 1 to 5, then cut (or use a hole punch to punch) that many holes in the paper. Show the folded paper and have children count the holes."

Materials provide interleaved practice opportunities with previously learned skills and concepts across lessons and units.

- The materials provide interleaved practice opportunities with previously learned skills and concepts across lessons. Lessons include practice opportunities that require students to select and use diverse strategies. For example, Lesson 7, Session 2, Select and Sequence Student Strategies section lists two strategies for solving a problem and directs teachers to have students model the strategies during a whole class discussion.
- The materials provide interleaved practice opportunities with previously learned skills and concepts across units. The Pacing Guidance for the Year section of the Teacher's Guide outlines skills and concepts that are taught within the same unit. For example, Unit 1 focuses on relating addition and subtraction within 10. Unit 6 focuses on geometry and measurement.
- The materials provide interleaved practice opportunities with previously learned skills and concepts across lessons and units. The materials include opportunities to practice concepts and skills in different contexts. Units end with Math in Action sections, where students apply several skills to solve a real-world problem. For example, Unit 5, Math in Action, Lesson at a Glance states, "Children apply skills from the unit to solve real-world problems related to pet toys. Problems involve adding and comparing two-digit numbers to select toys for an animal shelter and using class data about the toys to make and analyze a tally chart."

Balance of Conceptual and Procedural Understanding

5.1	Development of Conceptual Understanding	18/18
5.1a	Questions and tasks require students to interpret, analyze, and evaluate a variety of models and representations for mathematical concepts and situations.	**12/12**
5.1b	Questions and tasks require students to create a variety of models to represent mathematical situations.	**2/2**
5.1c	Questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts.	**4/4**

The questions and tasks require students to interpret, analyze, and evaluate a variety of models and representations for mathematical concepts and situations. Questions and tasks require students to create a variety of models to represent mathematical situations. Questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts.

Evidence includes, but is not limited to:

Questions and tasks require students to interpret, analyze, and evaluate a variety of models and representations for mathematical concepts and situations.

- The materials provide questions and tasks that require students to interpret, analyze, and evaluate various models and representations for mathematical concepts and situations. The Unit 1, Math in Action section requires students to create and interpret models to evaluate data. Teacher guidance instructs teachers to distribute Fruit Kebab Workmats, connecting cubes, counters, and 10-Frame Workmats to help students build a class data display for comparing information about their favorite fruit kebabs. Students use the class data to answer questions such as, “What do you notice about the class data?” “What do you wonder?”
- The materials provide questions and tasks that require students to interpret, analyze, and evaluate various models and representations for mathematical concepts and situations. For example, Lesson 16 directs students to use different manipulatives and tools such as counters, connecting cubes, base-ten blocks, and 100/120 charts to count and write numbers to 120 and find numbers that are 10 more or 10 less than a given number. Lesson 16, Session 5, Analyze It section asks students to analyze two answers and decide which one they agree with. Students choose manipulatives and tools to prove their answers are correct.
- The materials provide questions and tasks that require students to interpret, analyze, and evaluate various models and representations for mathematical concepts and situations. The materials include the CRA approach to support conceptual understanding. “Using a concrete-representations-abstract instructional approach enhances children’s understanding of mathematical concepts by having them work with concrete materials, then create representational drawings, and finally use abstract symbols.” For example, Lesson 6, Session 1, Discover It activity directs students to use connecting cubes, two-color counters, pennies, and 10-frames to prove that a group of 10 ones can be a single ten unit. Lesson 6, Session 1, Investigate It activity directs students to use the same materials to see how organizing objects

into groups helps them count. Students then draw a representation and write the abstract number that shows the total.

Questions and tasks require students to create a variety of models to represent mathematical situations.

- The questions and tasks require students to create a variety of models to represent mathematical situations. Lesson 10, Session 1 questions and tasks prompt students to create a graphic organizer to model their understanding of doubles. For example, the directions tell children to use words, numbers, and pictures to show what they already know about doubles.
- The questions and tasks require students to create a variety of models to represent mathematical situations. Lesson 10, Session 2, Apply It section prompts students to collect data and model their data with a picture graph. The teacher directs and guides students to think of a question they can use to survey the class, then write or draw answer choices for their question.
- The questions and tasks require students to create a variety of models to represent mathematical situations. The materials implement a variety of models for students to engage with. For example, Lesson 7 models include counters, connecting cubes, pattern blocks, and 10-frames to add three numbers.

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

- he questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts. Unit 5, Session 1, Apply It section directs students to demonstrate an understanding of two-digit addition by selecting pet toys. Students make a selection of different pet toys and decide how many of each kind they would like. Students then add up their selections to find a total.
- The questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts. Units end with Math in Action lessons, which “use a real-world task to engage children in problem solving, developing mathematical practices, using data, and making connections across the content of the unit.” For example, in Unit 4, Math in Action lessons direct “children [to] apply skills from the unit to solve real-world problems related to planning a pollinator garden. Problems involve planning the food and water for a new pollinator garden, counting and comparing food sources, and using class data about the pollinator garden plans to make and analyze a picture graph.”
- The questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts. For example, Lesson 3, Session 3, Number Sense section provides prompting questions that lead students to justify their explanations, such as “What number did you show?” “How did you show it?” and “How is your partner’s way the same as or different from yours?”

Balance of Conceptual and Procedural Understanding

5.2	Development of Fluency	12/12
5.2a	Materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level tasks.	**2/2**
5.2b	Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures within the lesson and/or throughout a unit.	**3/3**
5.2c	Materials provide opportunities for students to evaluate procedures, processes, and solutions for efficiency, flexibility, and accuracy within the lesson and throughout a unit.	**6/6**
5.2d	Materials contain embedded supports for teachers to guide students toward increasingly efficient approaches.	**1/1**

The materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level tasks. Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures within the lesson and/or throughout a unit. Materials provide opportunities for students to evaluate procedures, processes, and solutions for efficiency, flexibility, and accuracy within the lesson and throughout a unit. Materials contain embedded supports for teachers to guide students toward increasingly efficient approaches.

Evidence includes, but is not limited to:

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

- The materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level tasks. The online i-Ready Dashboard, Teacher Toolbox, and Centers Library provide materials that align fluency activities with grade-level content being taught. For example, Card 23, Board Game directs students to compare numbers within 20 by playing the game using number cards, dot cards, number cubes, connecting cubes, attribute buttons, and the game board. The directions guide students to roll the number cube and move that number of spaces on the game board then determine if the number they land on is greater than, less than, or equal to the number shown on the card.
- The materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level tasks. For example, each lesson begins with a 5–10 minute Number Sense activity. Lesson 3, Session 3, Number Sense activity asks students to look at 20 counters on two ten-frames and find another way to show the number.
- The materials provide tasks that are designed to build the student fluency necessary to complete grade-level tasks. Session 3 of the lessons includes Fluency and Skills Practice activities. For example, Lesson 4, Session 3, Fluency and Skills Activity gives students practice using missing addends to solve subtraction problems. Lesson 10, Session 3 gives students practice using doubles to add.

Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures within the lesson and/or throughout a unit.

- The materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures within the lesson and/or throughout a unit. Number Sense activities include a daily numeracy routine that reinforces and applies previously learned procedures. For example, Lesson 1, Session 1 provides an activity that supports ways to make 10. Teacher guidance suggests showing the slide and asking, “What can you count?” “How many do you see?”
- The materials provide opportunities for students to practice the application of flexible and accurate mathematical procedures within the lesson and throughout a unit. Lessons include activities that require manipulatives for the exploration of mathematical concepts to develop procedural skills and fluency through practical application. For example, Lesson 6 activities involve the use of connecting cubes, counters, and pennies to model teen numbers. The materials include tasks that ask students to apply two or more strategies and procedures.
- The materials provide opportunities for students to practice the application of flexible and accurate mathematical procedures within the lesson. For example, Lesson 6, Session 3, Independent Practice activity involves students drawing models and writing numerals to show an understanding of teen numbers.

Materials provide opportunities for students to evaluate procedures, processes, and solutions for efficiency, flexibility, and accuracy within the lesson and throughout a unit.

- The materials provide opportunities for students to evaluate procedures, processes, and solutions for efficiency, flexibility, and accuracy within the lesson and throughout a unit. Lessons include activities that allow students to analyze procedures and solutions for completed problems. For example, Lesson 6, Session 5 directions state, “Read the problem aloud. Boom and Buzz both think they described the number of cubes. Do you agree with Boom, Buzz, or both?” Teacher directions for facilitating a class discussion state, “Guide children to use what they know to decide who they agree with and circle that character. Have them use numbers, words, or drawings to show their thinking.”
- The materials include strategic questions for teachers to use during instruction. Questions prompt students to consider alternative strategies and think critically about the most efficient approach. For example, in Lesson 6, Session 3, Number Sense questions include, “How can you show the number another way?” and “How is your partner’s way the same or different than yours?” Students “use materials, drawings, or equations” to model the number, then share their strategy for representation.
- The materials provide opportunities for students to evaluate procedures, processes, and solutions for flexibility and accuracy within the lesson and throughout a unit. Lessons embed the Try-Discuss-Connect framework to get students thinking about alternative approaches to problem-solving and the accuracy of different approaches. Lesson 13, Session 2, Facilitate Whole Group Discussion section states, “Have selected children share their strategies in the

order you have decided on. Ask: How does [child name]'s model show the number of children who chose each way to deliver mail?

Materials contain embedded supports for teachers to guide students toward increasingly efficient approaches.

- The materials contain embedded supports for teachers to guide students toward increasingly efficient approaches. The Teacher's Guide includes information to help teachers understand the learning progression within the materials and the trajectory from less efficient to more efficient strategies. For example, Lesson 2, Learning Progression shows how students progress from exploring concepts of addition by using concrete models and drawing pictures, to modeling and solving addition and subtraction word problems, including start unknown and change unknown problems.
- The materials contain embedded supports for teachers to guide students toward increasingly efficient approaches. The Math Background section of units explains the development of strategies within the unit. For example, the Unit 4, Math Background section provides teacher guidance on the best path for teaching the concept of comparing numbers to 100. Guidance includes visuals and an explanation of the process and explicit models of efficient strategies. "Children use concrete models to visualize place value as they compare numbers. When children are ready to begin using the symbols '>,' '<,' or '=,' encourage them to read the statement aloud and make sure their comparison is correct and based on place value."

Balance of Conceptual and Procedural Understanding

5.3	Balance of Conceptual Understanding and Procedural Fluency	15/16
5.3a	Materials explicitly state how the conceptual and procedural emphasis of the TEKS are addressed.	**1/2**
5.3b	Questions and tasks include the use of concrete models and manipulatives, pictorial representation (figures/drawings), and abstract representations.	**6/6**
5.3c	Materials include supports for students in connecting, creating, defining, and explaining concrete and representational models to abstract (symbolic/numeric/algorithmic) concepts.	**8/8**

The materials explicitly state why or how the conceptual supports the procedural. Materials do not explicitly state how the conceptual and procedural emphasis of the TEKS are addressed. Questions and tasks include the use of concrete models and manipulatives, pictorial representation (figures/drawings), and abstract representations. Materials include supports for students in connecting, creating, defining, and explaining concrete and representational models to abstract (symbolic/numeric/algorithmic) concepts.

Evidence includes, but is not limited to:

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

- The materials explain why or how the conceptual supports the procedural. Materials clearly explain mathematical concepts as the "why" behind mathematical procedures. For example, the Lesson 15 overview links counting to 100 and understanding the place value of three-digit numbers. Students "decompose two-digit numbers using multiple models and match those models to numbers written as numerals and words. Later in grade 1, children will use their understanding of tens and ones to compare and add two-digit numbers, and develop a beginning understanding of place value to three-digit numbers."
- The materials explain why or how the conceptual supports the procedural. Materials clearly explain mathematical concepts as the "why" behind mathematical procedures. For example, Lesson 6 Overview links building teen numbers and understanding place value. "Children recognize the ten as a chunk of 10 ones as a unit called a ten.... They begin to understand that the numbers 11 to 19 are composed of ten and one, two, three, four, five, six, seven, eight, or nine ones." The lesson overview outlines this transition through a diagram that shows concrete representations moving into abstract representations.
- The materials do not explicitly state how the conceptual and procedural emphasis of the TEKS are addressed. The materials do not include any references to the TEKS.

Questions and tasks include the use of concrete models and manipulatives, pictorial representation (figures/drawings), and abstract representations.

- Questions and tasks use concrete models as appropriate for the content and grade level. Lessons include hands-on activities with manipulatives that represent mathematical concepts. For example, the online i-Ready Dashboard Teacher Toolbox includes virtual manipulatives to use with lessons, such as the counters and connecting cubes for Lesson 13.
- Questions and tasks use concrete models and manipulatives, pictorial representation, and abstract representations, as appropriate for the content and grade level. The materials include the CRA approach to support conceptual understanding. “Using a concrete-representational-abstract instructional approach enhances children’s understanding of mathematical concepts by having them work with concrete materials, then create representational drawings, and finally use abstract symbols.” For example, Lesson 6, Session 1, Discover It activity directs students to use connecting cubes, two-color counters, pennies, and 10-frames to prove that a group of 10 ones can be a single ten unit. Lesson 6, Session 1, Investigate It activity directs students to use the same materials to see how organizing objects into groups helps them count. Students then draw a representation and write the abstract number that shows the total.
- Questions and tasks use concrete models and manipulatives, pictorial representation, and abstract representations, as appropriate for the content and grade level. The materials include the CRA approach to support conceptual understanding. For example, Lesson 15, Session 3, Apply It activity states, “Have children form the number with their cubes, showing it as tens and ones. Have children draw and then write to record the number on their work mat.”

Materials include supports for students in connecting, creating, defining, and explaining concrete and representational models to abstract (symbolic/numeric/algorithmic) concepts.

- The materials support students in connecting, creating, defining, and explaining concrete and representational models to abstract concepts. The grade 1 Student Digital Experience provides access to all student components of i-Ready Classroom Mathematics, including opportunities for students to build automaticity with fluency skills necessary to complete grade-level tasks. “Learning Games help children gain a rich conceptual understanding of mathematics concepts, improve fluency, and develop a positive relationship to challenge.” The Student Bookshelf component provides online access to the Student Worktext with many digital features that make it easy to navigate and personalize, including “Note-Taking, Text-to-Speech, Highlighting, Calculator, and Multilingual Glossary.”
- The materials support students in connecting, creating, defining, and explaining concrete and representational models to abstract concepts. The materials provide students with multiple practice opportunities to master grade-level content. The online i-Ready Dashboard includes interactive tutorials that students can manipulate and connect to abstract processes. For example, the i-Ready Teacher Toolbox, Unit 1, Lesson 1, includes the interactive practice activity Fluently Add and Subtract Within 5.
- The materials support students in connecting, creating, defining, and explaining concrete and representational models to abstract concepts. Lesson 15, Session 4, Make Connections

teacher guidance leads students from representational models to abstract number sentences. “Children apply and explain their strategies for showing two-digit numbers as tens and ones.... [H]ave children describe the quick drawing. LISTEN FOR children to explain how the lines show the tens (40) and the circles show the ones (8).”

Balance of Conceptual and Procedural Understanding

5.4	Development of Academic Mathematical Language	14/14
5.4a	Materials provide opportunities for students to develop their academic mathematical language using visuals, manipulatives, and other language development strategies.	**3/3**
5.4b	Materials include embedded guidance for the teacher addressing scaffolding and supporting student development and use of academic mathematical vocabulary in context.	**2/2**
5.4c	Materials include embedded guidance for the teacher to support the application of appropriate mathematical language to include vocabulary, syntax, and discourse to include guidance to support mathematical conversations that provide opportunities for students to hear, refine, and use math language with peers and develop their math language toolkit over time as well as guide teachers to support student responses using exemplar responses to questions and tasks.	**9/9**

The materials provide opportunities for students to develop their academic mathematical language using visuals, manipulatives, and other language development strategies. Materials include embedded guidance for the teacher addressing scaffolding and supporting student development and use of academic mathematical vocabulary in context. Materials include embedded guidance for the teacher to support the application of appropriate mathematical language to include vocabulary, syntax, and discourse to include guidance to support mathematical conversations that provide opportunities for students to hear, refine, and use math language with peers and develop their math language toolkit over time as well as guide teachers to support student responses using exemplar responses to questions and tasks.]

Evidence includes, but is not limited to:

Materials provide opportunities for students to develop their academic mathematical language using visuals, manipulatives, and other language development strategies.

- The materials provide opportunities for students to develop an academic mathematical language using visuals and other language development strategies. Build Your Vocabulary sections include a multi-step routine for developing academic vocabulary, such as having students rate their familiarity with new words, modeling words in context, and connecting new words with cognates. Cognate Support Routines connect new words to words in their home language. The Student Worktext provides a glossary with pictorial representations of vocabulary.
- The materials provide opportunities for students to develop academic mathematical language using manipulatives. For example, Lesson 6, Session 1 directs students to represent the vocabulary term *making a ten* using counters, pennies, and connecting cubes.
- The materials provide opportunities for students to develop an academic mathematical language using language development strategies. Lessons include sentence stems and guiding questions for teachers to help students apply new words in their speaking and writing. Lesson 2, Session 3 provides two differentiated sentence stems and guiding questions to help students apply the term *subtraction*.

Materials include embedded guidance for the teacher addressing scaffolding and supporting student development and use of academic mathematical vocabulary in context.

- The materials include embedded guidance for the teacher addressing scaffolding and supporting student development and use of academic mathematical vocabulary in context. Lessons include sentence stems and guiding questions for teachers to help students apply new words in their speaking and writing. Lesson 2, Session 3 provides two differentiated sentence stems and guiding questions to help students apply the term *subtraction*.
- The materials include embedded guidance for the teacher addressing scaffolding and supporting student development and use of academic mathematical vocabulary in context. The materials direct teachers to use the Three Reads strategy to support students' understanding of word problems. For example, Lesson 6, Session 3, Try-Discuss-Connect activity focuses on breaking apart teen numbers to solve a word problem. Teacher guidance suggests using the Three Reads strategy "to help children make sense of the problem."
- The materials include embedded guidance for the teacher addressing scaffolding and supporting student development and use of academic mathematical vocabulary in context. Materials provide a personal word wall for all students to support the use of academic vocabulary. The Student Worktext provides students with a glossary with pictorial representations and descriptions of vocabulary.

Materials include embedded guidance for the teacher to support the application of appropriate mathematical language to include vocabulary, syntax, and discourse to include guidance to support mathematical conversations that provide opportunities for students to hear, refine, and use math language with peers and develop their math language toolkit over time as well as guide teachers to support student responses using exemplar responses to questions and tasks.

- The materials provide discussion questions that teachers can use to facilitate discourse without limiting student responses, guiding students to exemplar responses to questions and tasks using their developed mathematical language. For example, the online i-Ready Dashboard, Teacher's Toolbox, Program Implementation section includes English and Spanish Discourse Cards. The Discourse Cards provide "questions and sentence starters [that] provide a way to engage all students in meaningful mathematical conversations. These cards will help students initiate, deepen, and extend conversations with partners, small groups, or the whole class."
- The materials support mathematical conversations that provide opportunities for students to hear, refine, and use math language with peers. "The Try-Discuss-Connect Framework incorporates language routines, teacher moves, and conversation tips. Targeted support helps address the language demands for reading, writing, speaking, and listening." For example, Lesson 1, Session 2, Try-Discuss-Connect guidance supports partner and whole class discourse when finding more than one solution to a problem. The "Listen For" sections include exemplars of student responses that teachers should expect for a demonstration of understanding.

- The materials include embedded guidance for the teacher to support the application of appropriate mathematical language, including vocabulary and syntax, to support mathematical conversations. For example, Lesson 1, Session 2, Connect It sentence frames support students' use of new vocabulary words in complete sentences during partner and whole class discussions. These supports help students develop their math language toolkit over time.

Balance of Conceptual and Procedural Understanding

5.5	Process Standards Connections	4/6
5.5a	Process standards are integrated appropriately into the materials.	**1/1**
5.5b	Materials include a description of how process standards are incorporated and connected throughout the course.	**1/2**
5.5c	Materials include a description for each unit of how process standards are incorporated and connected throughout the unit.	**1/2**
5.5d	Materials include an overview of the process standards incorporated into each lesson.	**1/1**

The process standards are integrated appropriately into the materials. Materials include a description of how process standards are incorporated. Materials do not include a description of how process standards are connected throughout the course. Materials include a description for each unit of how process standards are incorporated throughout the unit. Materials do not include a description for each unit of how process standards are connected throughout the unit. Materials include an overview of the process standards incorporated into each lesson.

Evidence includes, but is not limited to:

Process standards are integrated appropriately into the materials.

- The materials include a correlation chart document that shows TEKS coverage in the materials, including process standards. The "Ready Texas Mathematics Instruction" column demonstrates that the process standards are incorporated into all lessons.
- The Ready Texas materials include a "Mathematical Process Standards in the TEKS" document to demonstrate how the process standards are integrated into the materials, including the "Mathematical Process Standards (MPS) Tips" callouts in the materials that highlight ". . . special opportunities to reinforce the habits of mind that the Process Standards represent."
- Each lesson provides a note at the bottom of the lesson introduction which highlights the specific process standards that are the focus of the lesson, though in many cases other process standards can also be connected.
- The materials appropriately integrate process standards. For example, Lesson 4, Session 1, Build Concepts section includes a response question related to TEKS 1. A.i.: apply mathematics in everyday life. The section states, "Ask children what the words counting on mean. Encourage them to share examples of when they might count on in their daily lives."
- The materials appropriately integrate process standards. For example, Lesson 13, Connect to Family activity aligns with TEKS 1. C.i: select tools, including real objects as appropriate, to solve problems. The activity directs families to have students collect rocks and sticks and use them to solve math problems such as, "How many more rocks than sticks?"
- The materials appropriately integrate process standards. For example, Lesson 10, Session 2, Independent Practice section aligns with TEKS 1.A.ii: apply mathematics to problems arising

in society. The section directs students to solve a problem related to children playing soccer and tag.

Materials include a description of how process standards are incorporated and connected throughout the course.

- The "Teacher Toolkit" includes "Answering the Demands of the TEKS with Ready Texas Mathematics," a resource that describes how the academic and process standards are incorporated throughout the course and how the process standards support student learning of the content standards. There is no evidence of how process standards are connected throughout the course.
- Within lessons, the Try-Discuss-Connect Framework “incorporates multiple routines and best practices into instruction, while integrating language and mathematics to develop deeper understanding.” This framework supports students in making sense of problems, sharing their thinking through mathematical discourse, making connections, and reflecting on what they have learned. The TEKS process standards can be found in the framework; however, there is no description of how the process standards are connected in the course.
- The materials include “MPS Tips” that describe how process standards are incorporated into the course. For example, in Unit 1, Lesson 5, the tip callout states, “Encourage children to model comparisons by aligning numbers of objects to visually show ‘how many more’ and ‘how many less.’”
- The online i-Ready Dashboard Teacher Toolbox outlines how the process standards are incorporated throughout the course.

Materials include a description for each unit of how process standards are incorporated and connected throughout the unit.

- The "Teacher Toolkit" includes "Answering the Demands of the TEKS with Ready Texas Mathematics," a resource that describes how the academic and process standards are incorporated in the unit. It discusses how the process standards support student learning of the content standards. There is no evidence of how the process standards connect throughout the unit.
- Each "Lesson Overview" lists the process standards embedded in each series of lessons within a unit. These make connections to student engagement protocols throughout the lesson's instructional framework
- The online i-Ready Dashboard Teacher Toolbox describes how the process standards are incorporated throughout the unit.

Materials include an overview of the process standards incorporated into each lesson.

- The materials include a TEKS integration document that indicates the process standards identification numbers, the component that covers it, the page number, and the lesson reference.

- Each lesson provides a note at the bottom of the lesson introduction which highlights the specific process standards that are the focus of the lesson, though in many cases other process standards can also be connected.
- The online i-Ready Dashboard Teacher Toolbox describes how the process standards are incorporated throughout the lessons.

Productive Struggle

6.1	Student Self-Efficacy	15/15
6.1a	Materials provide opportunities for students to think mathematically, persevere through solving problems, and to make sense of mathematics.	**3/3**
6.1b	Materials support students in understanding, explaining, and justifying that there can be multiple ways to solve problems and complete tasks.	**6/6**
6.1c	Materials are designed to require students to make sense of mathematics through doing, writing about, and discussing math with peers and teachers.	**6/6**

The materials provide opportunities for students to think mathematically, persevere through solving problems, and to make sense of mathematics. Materials support students in understanding, explaining, and justifying that there can be multiple ways to solve problems and complete tasks. Materials are designed to require students to make sense of mathematics through doing, writing about, and discussing math with peers and teachers.

Evidence includes, but is not limited to:

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

- The End of Unit Math in Action activities provide opportunities for students to think mathematically, persevere through solving problems, and make sense of mathematics. For example, Unit 1, Math in Action, Session 1 activity directs students to use what they know about adding and subtracting to ten to help them make fruit kebabs with ten pieces of fruit each. The guidance encourages students to persevere. “If children need support to get started, suggest that they use connecting cubes to plan their fruit kebabs.” The guidance helps students make sense of mathematics through whole class and partner discussions. “Have children turn and talk with a partner to share their strategies for choosing fruit for their kebabs. Then ask several children to share their kebabs and strategies with the class.”
- The grade 1 materials provide the instructional framework “Try It, Discuss It, Connect It” to allow students to think mathematically, persevere through problem-solving, and make sense of mathematics. In the Teacher’s Guide Program Overview section, the materials state, “i-Ready Classroom Mathematics uses the Try-Discuss-Connect instructional framework during the Develop Sessions to structure the way children approach and talk about problems leading to deeper understanding.” The Try It sections allow “students [to] make sense of the problem” and “solve and support their thinking.” The Discuss It sections promote “Children shar[ing] their thinking with a partner” and “compar[ing] strategies.” The Connect It sections facilitate “Children mak[ing] connections and reflect[ing] on what they have learned” and “apply[ing] their thinking to a new problem.”
- The materials identify students’ common errors or misconceptions and pre-plan teacher moves as a solution pathway to allow students to think mathematically, persevere through

problem-solving, and make sense of mathematics. Lesson 12, Session 2, Try-Discuss-Connect, Common Misconception section states, "If children associate more with addition and fewer with subtraction, then have them use counters to model and solve compare problems. Have them connect their model to each part of the problem and describe what is known and what is unknown."

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

- The materials support students in understanding, explaining, and justifying that there can be multiple ways to solve problems and complete tasks. For example, Lesson 11, Session 4, Make Connections activity includes the step "apply and explain…strategies for solving word problems involving addition and subtraction up to 20." Students explain to a partner how their number bond or number path matches the situation from the problem.
- The materials support students in understanding, explaining, and justifying that there can be multiple ways to solve problems and complete tasks. For example, Lesson 13, Session 1, Investigate It activity asks students to sort objects in more than one way and explain their reasoning. The guidance supports students in justifying their answers. "When children identify a way to sort the stamps, ask them how they know that puts the stamps into the proper categories correctly. Have children point to each stamp and describe why it fits into its category."
- The grade 1 materials support students in understanding, explaining, and justifying that there can be multiple ways to solve problems through the Instructional Framework Try-Discuss-Connect. For example, Lesson 1, Session 2, Try It section directs students to "Find more than one way to solve the problem." The Discuss It section provides teachers with guidance for facilitating discussions about different problem-solving strategies in a whole class format and with a partner. The facilitation questions include, "How does [child name]'s model represent the children who made key chains and children who make bracelets?"

Materials are designed to require students to make sense of mathematics through doing, writing about, and discussing math with peers and teachers.

- The materials require students to make sense of mathematics by doing and discussing math with peers and teachers. For example, Lesson 14, Session 3, Try-Discuss-Connect section directs students to try solving a word problem that is read aloud. Students work independently to solve, then discuss answers to questions with a partner, such as, "What equations did you write? How did you solve them?"
- The grade 1 materials require students to make sense of mathematics through doing, writing about, and discussing math with teachers. Lesson 6, Session 2, Connect It section provides teacher guidance for asking questions including, "How is your model like Model It? How is it different?" The materials guide what teachers should listen for and provide sentence stems to "support children explaining their thinking when speaking or writing." The materials direct

teachers to use the sentence stems “to support children explaining their thinking when speaking or writing.”

- Lessons provide sentence frames to help students talk and write about math. For example, Lesson 14, Session 3 guidance includes sentence frames “To support children explaining their strategies when speaking or writing.” The sentence stems include, “I ____ to check if my equation was true,” and “First, I ____. Then I ____.”

Productive Struggle

6.2	Facilitating Productive Struggle	10/10
6.2a	Materials support teachers in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications.	**6/6**
6.2b	Materials offer prompts and guidance to assist teachers in providing explanatory feedback based on student responses and anticipated misconceptions.	**4/4**

The materials support teachers in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications. Materials offer prompts and guidance to assist teachers in providing explanatory feedback based on student responses and anticipated misconceptions.

Evidence includes, but is not limited to:

Materials support teachers in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications.

- The materials include guidance for teachers to support students in sharing and reflecting on their problem-solving approaches. For example, Unit 3, Math in Action, Session 1 activity directs teachers to give students time to think, reflect on peer strategies, revise, and share their strategies. "[C]hildren…explain their addition and subtraction strategies, which might include counting on, making a ten, or using a fact family."
- The materials support teachers in guiding students to share and reflect on their problem-solving approaches using language development and discourse. The Teacher's Guide Program Overview, Language Development, and Discourse Support section explains how the materials support teachers. The materials state, "i-Ready Classroom Mathematics includes activities and support at the word, phrase, sentence, and discourse levels so that all children can engage in rigorous mathematics and communicate effectively." At the Discourse level, the materials provide "prompts and support to develop discourse skills such as explaining ideas and justifying their thinking."
- The materials support teachers in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications. For example, Lesson 17, Session 2, Facilitate Whole Class Discussion section supports the teacher in guiding children to share their understanding of comparing numbers. The teacher's guidance prompts the teacher to ask: "How did using base-ten blocks help you decide which number was greater? How can using tens help you compare? Give an example."

Materials offer prompts and guidance to assist teachers in providing explanatory feedback based on student responses and anticipated misconceptions.

- The materials include information on common student misconceptions and how to address them through explanatory feedback. Lessons include Error Alerts sections when applicable.

For example, in Lesson 3, Session 2, Apply Sort and Describe, the Error Alert section states, “If children look at a sorted group and propose a sorting rule that only works for some of the objects, remind them the sorting rule must apply to all of the objects in the group. Ask children if any objects do not follow their rule and help them identify those objects.”

- The materials offer prompts and guidance to assist teachers in providing explanatory feedback based on student responses and anticipated misconceptions. For example, Lesson 8, Session 3, Discuss It section provides the discussion prompt “Did you use a drawing or a model to help you solve the problem? Why?” and a section titled Common Misconception with guidance on how to respond. “If children think that they can only count on from the greater addend, then provide practice using 10-frames and counters to help them see that they could also count on from the lesser addend, fill the 10-frame, and find the same total.”
- The materials offer prompts and guidance to assist teachers in providing explanatory feedback based on student responses and anticipated misconceptions when differentiating in Teacher-Led Small Groups. For example, Lesson 8, Session 4 provides an activity named Check for Understanding for “children to show how to make a ten to find 9 + 5.” The materials provide the solution and a table based on anticipated student responses. The table states, “If children respond __, they may not __. Support by __.”