Publisher Name	Program Name
Curriculum Associates, LLC	*Texas i-Ready Classroom Mathematics*
Subject	**Grade Level**
Mathematics	2

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. Support 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

Texas i-Ready Classroom Mathematics is a K–8 mathematics program. The instructional materials conceptually present math topics with new skills practiced concretely and then transitioned to an abstract method. The program 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 instructional materials contain 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:

- While the product content addresses 100% of the TEKS, the product does not explicitly reference the TEKS in any of the materials. The materials instead reference the Common Core Standards for Mathematical Practice, and the provided scope and sequence use these standards. Since the product does not provide a scope and sequence of the TEKS, districts would need to develop their own, which could be time-consuming.
- The materials provide a large bank of resources to inform families about their student's 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. The materials provide a family slideshow for a

beginning-of-the-year introduction to i-Ready, which gives an overview of the product and shows families how to access additional resources.

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 – 179 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. However, breakouts are not used for instructional purposes, only for IMRA standards alignment review. The document does not include a scope and sequence.
- 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 2 teacher guides 1 and 2. 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 179. 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 2 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 2 teacher toolbox provide users with the rationale of the order of units by detailing how one unit builds on another. The Beginning of Unit sections of the toolbox contain Unit and Lesson Support documents detailing how the new unit builds upon prior knowledge and topics. For example, the Unit 2 document explains that "students extend their knowledge of adding and subtracting within 20 by building in familiar strategies to add and subtract within 100."
- The materials outline how concepts to be learned connect throughout the course through a grade 2 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 2 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 grade 2 Unit 1 Flow and Progression video includes tips and insights on teaching with models and making connections with numbers within 20 using addition, subtraction, and data.
- 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 2 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 decompose teen numbers into a ten and some ones."
- 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. For example, the grade 2 Teacher Guide Volume 1 provides background knowledge on the topic of addition and subtraction strategies for Unit 1.
- The materials provide the academic vocabulary necessary to effectively teach the concepts within the Build Your Vocabulary section at the beginning of each unit. For example, the grade 2 Teacher's Guide Volume 2 Unit 3 organizes vocabulary into two groups – Math Vocabulary and Academic Vocabulary, including multiple representations of the vocabulary words. Math vocabulary examples include "greater than" with examples and symbols, as well as "place value." Academic vocabulary examples include "model" and "symbol."

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 and/or exit ticket for students to answer at the end of sessions as a formative assessment. The materials provide end-of-lesson assessments in multiple forms including lesson quizzes 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 6 Overview in the Teacher Guide Volume 1 recommends 5 minutes for Start, 15–20 minutes for Monitor & Guide, 20–30 minutes for Group and Differentiate, and 5 minutes for Close: Exit Ticket in Session 5.
- 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 2 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 1, Family Letter gives guidance such as "[a]llow time for your child to model and find the sum, using objects if needed." 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 learning games. For example, the digital game Hungry Guppy is available to give students extended practice with addition strategies. The i-Ready Dashboard contains a section under Assess & Teach which contains a library of digital games.
- The materials provide resources for enrichment activities that accompany unit lessons. Enrichment materials can be found in the Enrichment Activities section of the i-Ready Classroom K–8 (2024) Teacher Toolbox. For example, Lesson 23 includes an enrichment activity where students decide how they would build a tower given certain parameters.

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.

- 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 2 Teacher's Guide, Unit 2, Unit Review, a variety of questions and tasks are provided to review the skills from Lessons 6–11. The review includes computation, word problems, and a performance task. Summative assessments are included at the end of units and include a variety of assessments and tasks. For example, in the Grade 2 Teacher's Guide, Unit 2, Unit Assessment, a variety of questions and tasks are included. The assessment includes computation, word problems, choosing correct strategies, and short-response answers.
- 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, the materials provide formative assessments titled Comprehension Checks after lesson sessions that include multiple-question format types, such as multiple selection, text entry, and multiple choice. Lesson summative assessments are available in the form of lesson quizzes. For example, in Unit 2, Lesson 11, Lesson Quiz, a variety of questions are provided to assess students' ability to tell and write time.

- 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, quizzes, and comprehension checks.
- The section Assess and Use Data, Learn the Basics in Success Central includes a downloadable Assessment Opportunities reference sheet. The reference sheet describes the intended purposes of the instructional assessments. The introduction of the guide states, "i-Ready Classroom Mathematics has a variety of print and digital assessments, allowing you to choose when and how to assess so you can make informed instructional decisions. Learn about each assessment opportunity below."
- The materials provide specific guidance for the definition and intended purpose of diagnostic assessments. The guide Diagnostic & i-Ready Classroom Mathematics, found 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 "First ask what students notice in the problem. Record responses without comment."

- 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 2 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 6, Session 2 is to "Recognize that addends can be broken apart in different ways to add two-digit numbers." The formative assessment in the Connect It section asks students to correctly identify the number of tens and ones in two-digit numbers, and then add up the tens and the ones.
- The summative assessments throughout the material align with the unit and lesson objectives. For example, a Lesson 6 content objective is, "Break apart two-digit numbers into tens and ones as a place-value strategy for adding." The Lesson Quiz tests students on their capabilities to use this strategy.
- The Diagnostic Assessment is aligned to grade 2 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.
- Instructional assessments are standards aligned to the Standards for Mathematical Purpose (SMP). Formative and Summative assessment questions are labeled with a corresponding SMP. For example, the Make Connections section of Lesson 4, Session 3 is labeled to correspond with SMP 2, 4, and 5.
- 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**

The 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 grade 2 demo student, Camilla Houston's, Diagnostic Window 3 Overall Placement Results say, "Test results indicate that Camilla has strong math skills in all the tested domains. Camilla would benefit from opportunities to develop these strengths through assignments that promote connecting concepts across domains to solve challenging non-routine problems. This recommendation places Camilla in Instructional Grouping Profile 5."
- The online Comprehension Checks provide guidance for interpreting and responding to student data. The grade 2 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 offers activities for reteaching, reinforcing, and extending learning.

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 "Children at this stage benefit from concrete or visual models as they develop understanding of addition and subtraction of two-digit numbers." 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 2 Teacher's Guide, following the unit assessments, the materials provide a section named "Responding to Student Needs." This section provides activities for Reteach and Extend based on the Unit Assessment results.
- The materials provide guidance for the use of differentiation materials based on lesson quiz data. Guidance is provided in the Teacher's Guide after lesson quizzes in the Differentiation section. The Differentiation section offers activities for reteaching, reinforcing, and extending learning.

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

- 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 differentiated instruction for students who do not reach grade-level proficiency on grade-level content and skills. The Differentiation | Reteach sections in teacher guide sessions contain guidance for teachers to select and teach students who need a differentiated reteach. For example, Lesson 1, Session 4 reteach says, "Students approaching proficiency with counting on to add will benefit from additional work with concrete representations of counting on." 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 have not reached 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 an Academic Vocabulary Routine at the beginning of units to assess student familiarity with words and pre-teach unfamiliar words. Students discuss what they know about the word and identify any cognates they can connect in their home language. The teacher leads a whole class discussion and provides the meaning of the word using the Academic Vocabulary Glossary from the i-Ready Teacher toolbox.
- The Support Academic Vocabulary sections provide embedded support for unfamiliar vocabulary. For example, Lesson 12, Session 1, Support Vocabulary Development provides directions for the teacher to guide students through showing their understanding of the word *hundred*. Students complete a graphic organizer in their Student Worktext by generating examples and showing what they know about the word *hundred*.
- The materials provide pre-teaching for unfamiliar references in the text. For example, in the Develop Academic Language section of Lesson 3, Session 2 references the phrase *the rest*. Teacher guidance suggests giving students time to have partner discussions and gather context clues to infer the meaning of this reference. The materials guide teachers to open up a whole group discussion to solidify the meaning of *the rest*.

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 for students who have demonstrated proficiency in grade-level content and skills. The Group and Differentiate sections of lessons provide Extend activities for content-proficient students. For example, Lesson 13, Session 4, Group and Differentiate recommends problems 4–8 and the Challenge lesson for students to extend beyond proficiency. The Challenge Activity includes materials needed and teacher guidance for the small group lesson.
- 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 13 enrichment activity asks students to analyze three statements about a number and correctly identify the false statement.
- 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 2, Session 1, Connect It, Hands-On Activity Single-Digit section guides teachers in modeling the concept of subtracting single-digit numbers. The materials state, "Tell students to move 6 of their counters aside to form two groups. Ask: When you took away 6 counters, how many counters were left in the other group?"
- 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 13, Session 2, Deepen Understanding | Place Value section guides teachers in explaining place value structure. The materials state, "To help students understand place-value structure, discuss how different values of Ahmed's game winnings would affect the models. Listen for understanding that the number of ones, tens, and hundreds will correspond to the number in each place-value representation."
- 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 Co-Craft Questions 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 guides 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 opportunities for guided, independent, and collaborative activities. For example, Lesson 20, Session 3 includes a check for understanding, guided whole class practice, independent practice, differentiated small group activities, and an exit ticket.
- The materials include teacher guidance and recommended structures to support effective implementation. Lesson components guide teachers to use specific structures at different portions of the lesson. For example, the Discuss It section of Lesson 20, Session 2 guides teachers to use partner grouping to engage in lesson questions. Facilitate Whole Class Discussion sections guide teachers to collect responses in a whole group structure. The lessons include Exit Ticket sections as an independent "quick formative assessment of each day's learning and serves as an indicator of students' progress toward mastery."

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 11, Session 2, the Differentiation I English Learners section provides listening and speaking support for English learners levels 1–5. The table divides the levels and activities into Levels 1–3, Levels 2–4, and Levels 3–5. The materials direct the teacher in what to say as they deliver support for the student. For example, the Level 1–2 section states, "Have students identify the hour shown by the digital clock. SAY: Use your fingers to show me the hour you see on the digital clock."

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 Conversation Tips. The materials include descriptions of language routines that "help students learn to use the specialized academic language of mathematics."
- 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. The i-Ready Teacher Toolbox includes various graphic organizers in English and Spanish to support emergent bilingual students in developing academic vocabulary through written discourse. The units include an Academic Vocabulary Routine that requires students to access prior knowledge through partner discussion, pronounce words, define words, and use words.
- The materials include embedded guidance for teachers to support emergent bilingual students in increasing comprehension through oral and written discourse. Each session contains a Connect to Language Development section that provides three leveled activities to

support lesson comprehension. For example, Lesson 28, Overview provides a differentiation chart to use with Session 1, Connect It. The Level 1–3 section states, "Have partners find the terms side, vertex, and angle in the glossary. Allow time for them to process the definition. Have students invent gestures for each term. Read Look Ahead and note the plural forms of the words. Ask: Why did the author put the word corners in Parentheses?" The Session 1, Connect It activity requires students to use the information that they learned in the Connect to Language Development section to write an explanation.

- 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 students." Lesson 28, Session 3, problem 7 requires students to write their answer based on discussion from the Connect to Culture portion of the lesson.
- 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 and definitions.

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 scaffolded approach to learning the application of addition and subtraction of two-digit numbers with regrouping. Lesson 6 provides practice with a variety of models such as open number lines, base-10 modeling, and skip counting like numbers, which can be used to decompose two-digit numbers to add. Lesson 9 requires students to fluently use addition and subtraction strategies to determine the needed operation and solution to a word problem.
- 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 Apply It problems, exit tickets, differentiated practice opportunities, 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, Add Two-Digit Numbers B assessment measures students' ability to add and evaluate strategies for adding two-digit numbers. The assessment includes question types, such as fill-in-the-blank, multiple-choice, select all that apply, drop-down selections, and true or false questions.

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, Differentiation: Extend embeds guiding questions that increase in rigor. The initial question asks students, "Why is the starting point 9 on the number line?" The final question asks students, "How could you use a number line to solve any addition problem?"
- The materials include tasks that progressively increase in rigor and complexity, leading to grade-level proficiency in the mathematics standards. The grade 2 Teacher's Guide, Program Overview, and Program Organization explains three types of lesson structures. Strategy Lessons "help students make important connections and deepen their understanding while acquiring and developing mathematical skills and strategies." Understand Lessons "focus primarily on conceptual understanding." Math in Action Lessons "review and apply unit content and teach students how to develop complete responses to a performance task."
- The materials include tasks and questions that progressively increase in rigor and complexity, leading to grade-level proficiency in the mathematics standards. For example, the Unit 1 Performance Task requires students to generate a plan for a reading list that meets certain criteria and use their plan to solve a multi-step problem.

Depth and Coherence of Key Concepts

4.2	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. 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. For example, the grade 2 Teacher's Guide Volume 1, Pacing Guidance section, shows that "Numbers Within 20: Addition, Subtraction" precedes "Numbers Within 100: Addition, Subtraction."
- The materials demonstrate coherence across grade bands through logically connected lessons. For example, Unit 1 Lesson Progression shows that grade 2, Lesson 2, Mental Math Strategies for Subtraction, builds upon grade 1, Lesson 3, Use Counting Strategies to Add and Subtract, and Lesson 9, Use Ten to Subtract. The grade 2 Lesson 2 prepares students for grade 3, Lesson 2, Add Three-Digit Numbers, and Lesson 3, Subtract Three-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 materials embed and label the Standards for Mathematical Practice within lessons. For example, the Deepen Understanding sections in strategy lessons include an activity to strengthen a skill for a specific SMP.
- The materials demonstrate coherence across units by explicitly connecting big ideas between mathematical concepts. The online resource i-Ready Success Central includes a grade 2 Priority Topics Overview video that details how priority concepts are present throughout multiple units. For example, the video outlines the priority topic of building fluency with addition and subtraction to 100 and developing strategies to add and subtract within 1,000. The units include this big idea through Unit 1, with addition and subtraction within 20; Unit 2, with addition and subtraction within 100; and Unit 3, with addition and subtraction within 1,000.
- The materials demonstrate coherence across units by explicitly connecting relationships between mathematical concepts. The grade 2 Teacher's Guide, Unit Overviews provide a Math Background section that helps "unpack the learning progressions and make connections between key concepts." The Unit 1 Math Background section explains prior knowledge students should have, including adding and subtracting within 10, using visual models to represent numbers, and strategies for adding and subtracting. The Math Background section details future learning involving addition and subtraction that builds on knowledge from Unit 1. The online i-Ready Teacher Toolbox provides videos on unit flow and progression.

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 grade levels by connecting the content and language learned in previous grades to the content to be learned in the current grade level. For example, the Learning Progression section in the Lesson 6 Overview connects the skills learned in previous grades to the skills taught in the current lesson. The materials state, "In grade 1 students explore the concept of place value by bundling groups of ten ones into one group of ten and then use that knowledge to understand teen numbers as 1 ten and some ones. They add two-digit numbers with and without composing a ten and mentally find 10 more or 10 less than a given number." The prior content and language connect to the current lesson in which students "become fluent in two-digit addition and subtraction. They model two-digit numbers and write them in expanded form. Students fluently count by tens, applying that skill to the counting on strategy for adding numbers."
- 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 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 requires students to "become fluent in two-digit addition and subtraction. They model two-digit numbers and write

them in expanded form. Students fluently count by tens, applying that skill to the counting on strategy for adding numbers." Lesson 6 connects to grade 3, in which "students gain fluency with addition and subtraction of numbers within 1,000. They apply concepts of place value to multiply two-digit numbers and add two-digit numbers when combining partial products."

- 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 2, Lesson 2, Mental Math Strategies for Subtraction, builds upon grade 1, Lesson 3, Use Counting Strategies to Add and Subtract, and Lesson 9, Use Ten to Subtract. The grade 2 Lesson 2 prepares students for grade 3, Lesson 2, Add Three-Digit Numbers, and Lesson 3, Subtract Three-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 "add three-digit numbers with and without regrouping a hundred or a ten. They break apart numbers to add partial addends before calculating the sum." The current lesson builds on previous lessons where students modeled three-digit numbers and wrote them in expanded form.
- 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 6 Overview states that students will "add two-digit numbers that require composing a ten. They break apart numbers into tens and ones and record the addition of partial addends before calculating the sum." The lesson concepts build on prior understanding from grade 1, where students "add two-digit numbers with and without composing a ten and mentally find 10 more or 10 less than a given number."

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's Guide includes Hands-On Activity sections throughout lessons to help students connect concrete models with new skills. For example, Lesson 3, Session 3, Hands-On Activity section uses counters to help students recall the meaning of more and fewer word problems.
- The materials provide spaced retrieval opportunities with previously learned concepts across lessons and units. Sessions begin with the Start: Connect to Prior Knowledge sections. "Start establishes a clear and accessible entry point for each session, engaging students mathematically with prerequisite content." For example, Lesson 15, Session 2, Start activity "Supports students' understanding of skip-counting and that you can skip-count forward or backward from any number."
- The materials provide spaced retrieval opportunities with previously learned skills and concepts across lessons and units. Unit Overviews include a Build Vocabulary section that includes previously learned words to support new unit skills and concepts. For example, Unit 3 Overview, Build Your Vocabulary review words include column, greater than, less than, and place value. Students review the words and then complete an activity using the words with two-digit numbers. The first lesson in Unit 3 introduces place value with three-digit numbers.

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 1, Select and Sequence Student Strategies section lists four strategies for solving a problem and directs teachers to have students model all 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 2 focuses on addition, subtraction, time, and money. Unit 3 focuses on place value, addition, and subtraction.
- 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, "In this lesson, students apply multiple skills from the unit to solve real-world problems related to felt craft projects. Problems involve naming shapes, dividing shapes into equal parts, naming fractional parts, composing and decomposing shapes, and determining even and odd numbers."

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. For example, Lesson 2, Session 3 requires students to engage with a variety of representations as a connection to fact families and subtraction. Representations include number charts, number lines, cubes, and number bonds.
- 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 17 directs students to use different manipulatives and tools such as base-ten blocks, connecting cubes, hundred-charts, hundreds place-value mats, and open number lines, to subtract three-digit numbers. Students learn different strategies and analyze the similarities and differences between them.
- 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, Session 2 states, "Students develop strategies for adding three-digit numbers that include regrouping 10 ones as a ten." The Try It section directs students to solve a three-digit addition word problem on their own using connecting cubes, base-ten blocks, number charts, hundreds place-value mats, and open number lines. Students discuss their strategies and explain why they chose them after solving. Next, students are taught how to make a quick drawing using an open number line and to break apart addends to solve the problem.

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. For example, Lesson 3, Session 3 directs students to create drawings to support modeling soccer balls in a word problem. Lesson 2, Session 3 directs students to use number bond models to support writing fact families.
- The questions and tasks require students to create a variety of models to represent mathematical situations. For example, Lesson 16, Session 2 states, "Students develop strategies for adding three-digit numbers that include regrouping 10 ones as a ten." The Try It section directs students to solve a three-digit addition word problem on their own using connecting cubes, base-ten blocks, number charts, hundreds place-value mats, and open number lines. Students discuss their strategies and why they chose them after solving. Next, students are taught how to make a quick drawing using an open number line and to break apart addends to solve the problem.
- The questions and tasks require students to create a variety of models to represent mathematical situations. For example, Lesson 17 directs students to use different manipulatives and tools such as base-ten blocks, connecting cubes, hundred-charts, place-value mats, and open number lines, to subtract three-digit numbers. Students learn different strategies and analyze the similarities and differences between them.

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

- The questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts. Lesson 17, Session 3, Apply It section directs students to "Use what you just learned to solve these problems." The students choose the strategies and tools needed to solve a word problem and a computation problem.
- 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 "students [to] apply multiple skills from the unit to solve real-world problems related to a food shop. Problems involve comparing and ordering three-digit numbers and adding and subtracting one-, two-, and three-digit numbers with and without regrouping."
- The questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts. For example, Lesson 3, Session 3 includes a section titled "Supporting Partner Discussion" that prompts teachers to ask questions to justify student explanations, such as "How did your model help you find the solution?" and "How did you restate the problem to help you understand it?"

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 designed to build student automaticity and fluency necessary to complete grade-level tasks. Fluency and Skills Practice sections include activities "that [use] patterns and repeated reasoning to build mathematics skills." For example, Lesson 1, Session 3, Fluency and Skills Practice section gives students practice adding doubles and doubles plus one.
- The materials provide tasks designed to build student fluency necessary to complete grade-level tasks. The Additional Practice section of the session includes recommendations for interactive games for mathematical fluency. For example, Lesson 9, Session 2, Additional Practice section recommends the games *Cupcake* and *Pizza* to build fluency in word problem-solving.

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 throughout a unit. For example, Lesson 2, Session 2, Fluency and Skills Practice section suggests "Assign Counting

On and Making Ten to Subtract." These practice materials give "students practice solving subtraction problems by using the counting on and making a ten strategies...[in order] to combine the two strategies to subtract a one-digit number from a teen number."

- Lessons provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures. Additional Practice sections of lessons include activities that require manipulatives for hands-on exploration of mathematical concepts to develop procedural skills and fluency through practical application. The online i-Ready Dashboard Teacher Toolkit includes interactive, digital models such as base-ten blocks that support place-value understanding.
- Lesson activities provide opportunities for students to practice the application of flexible and accurate mathematical procedures. The materials include activities that require manipulatives for hands-on exploration of mathematical concepts. For example, Lesson 6 requires students to use base-ten blocks, connect cubes, and open number lines to add two-digit 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. The materials include activities that allow students to analyze procedures and solutions for completed problems. For example, Unit 2, Math in Action objectives include, "Examine a problem that involves using addition and subtraction of two-digit numbers.... Analyze a sample solution to identify what makes a good solution. Demonstrate that a problem has more than one approach and more than one solution."
- The 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 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 7, Session 3, Develop Subtracting by Regrouping teacher guidance includes, "Encourage students to name each model or strategy they used to solve the problem as they talk to each other." Support as needed with questions such as, "Will you add or subtract?" "How do you know?" "How are the strategies you and your partner used alike?" "How are they different?"
- The materials provide opportunities for students to evaluate procedures and processes for efficiency, flexibility, and accuracy within the lesson and throughout a unit. Lessons intentionally include tasks that ask students to solve problems using multiple appropriate strategies. For example, the Model It portions of the worktext give students opportunities to explore models for word problems, such as number bonds, number lines, equations, and a bar model. The Teacher's Guide includes strategic questions for teachers to ask that prompt students to evaluate the efficiency of strategies. Teacher guidance states, "For showing the problem with words, prompt students to identify how the number bond with words helps solve the problem...."

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. Unit overviews describe how concepts are taught with increasingly efficient approaches throughout lessons and units. For example, Unit 2 describes how adding and subtracting two-digit numbers progresses from Lesson 6 to Lesson 8. Lesson 6 focuses on "Break[ing] apart two-digit numbers into tens and ones as a place-value strategy for adding." Lesson 8 states that students should be fluently using this strategy. Unit 3 Overview states a student goal for Lesson 18 is to "Fluently determine when regrouping ones or tens is necessary and carry out the regrouping to find a sum."
- The materials contain embedded supports for teachers to guide students toward increasingly efficient approaches. The Prior Knowledge sections in the unit overviews describe how prior concepts are built upon to increase efficiency. Unit overviews contain descriptions and visuals for different strategies that address unit concepts. For example, Unit 2 Overview outlines five approaches to solving two-digit addition and subtraction problems and how to utilize the approaches when solving word problems and problems with money and time.

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 Unit 2, Math Background section creates a link between using base-ten blocks to show tens and ones to using the standard algorithms for addition and subtraction. Students "add tens and ones, make tens from ones with base-ten blocks, and count up and back on a number line. Looking ahead, the use of base-ten blocks and the focus on place value will support students' understanding of the standard algorithms for addition and subtractions."
- The materials explain why or how the conceptual supports the procedural. Materials clearly explain mathematical concepts as the "why" behind mathematical procedures. For example, Unit 5, Math Background links the concept of equal parts to finding area. "Students build on the concept of equal parts as they use squares to cover a rectangle with no gaps or overlaps. Tiling leads to efficient ways of counting, such as repeated addition and, eventually, multiplication."
- The 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.

- Questions and tasks use concrete models and manipulatives as appropriate for the content and grade level. Lessons include hands-on activities with manipulatives that represent mathematical concepts. For example, Lesson 1, Session 1, Hands-On Activity includes counters and 10-frames to support student understanding of adding numbers with sums greater than 10.
- Questions and tasks use concrete models and manipulatives, pictorial representation, and abstract representations, as appropriate for the content and grade level. 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, Session 2 states, "Students develop strategies for adding three-digit numbers that include regrouping 10 ones as a ten." The Try It section directs students to solve a three-digit addition word problem independently using connecting cubes, base-ten blocks, number charts, hundreds place-value mats, and open number lines. Students discuss their strategies and explain why they chose them after solving. Next, students are taught how to make a quick drawing using an open number line and to break apart addends to solve the problem.
- 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 3, Session 1, Connect It activity guides students to "show the number of items Mia buys using...blocks. Have students tell the blocks they used and justify their choices." The teacher models how to use drawings to represent base-ten blocks and gives students time to try modeling pictorially. The students then learn an abstract representation of numbers in expanded form.

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 2 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 Use Mental Math Strategies to Add.

- The materials support students in connecting, creating, defining, and explaining concrete and representational models to abstract concepts. Lesson 14, Session 2 teacher guidance leads students to compare 3-digit numbers by looking at pictorial models of base-10 blocks and by writing out the numbers as hundreds, tens, and ones. Questions include, "How does each model show 352 and 328?" "How do the hundreds flats help you find the number that is less?" "How do you compare the equations to find the number that is less?"

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 3, Session 3, Hands-On Activity section directs students to represent the terms *more* and *fewer* using counters.
- The materials provide opportunities for students to develop an academic mathematical language using language development strategies. Lessons include Support Vocabulary Development sections that direct students to create a graphic organizer with representations

of a key vocabulary word for the lesson. For example, Lesson 3, Session 1 asks students to draw four representations of the word *equation*.

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 3 Overview provides two differentiated sentence stems and guiding questions to help students compare and contrast the terms *model* and *equation*.
- 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 7, Session 3 focuses on developing strategies for regrouping a number in tens and ones when solving a subtraction word problem. Teacher guidance suggests, "Before students work on Try It, use Three Reads to help them make sense of the problem. After the third read, have students turn and talk with a partner to identify the important quantities in 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 3, Try-Discuss-Connect guidance supports partner and whole class discourse when discussing strategies they used to solve 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 3, Session 3, Develop Academic Language 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 32, Real-World Connection section includes a response question related to TEKS 1. A.i.: apply mathematics in everyday life. The section describes how computer coders use odd and even numbers to identify errors in a code. The materials direct teachers to, "Ask students to think of other real-world examples when understanding odd and even numbers might be useful."
- The materials appropriately integrate process standards. For example, Lesson 10, Session 3 aligns with TEKS 1. C.i: select tools, including real objects as appropriate, to solve problems. The lesson directs students to use play coins to solve problems involving adding coins.

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 3, the tip callout states, "Formal exploration of the associative property validates the structure informally used by students and provides a foundation for future applications of the property. (2.1.F.)"
- The online i-Ready Dashboard Teacher Toolbox outlines how the Standards for Mathematical Practice 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 Mathematical Process Standards (MPS) and make connections to student engagement protocols throughout the lesson's instructional framework routine. There is no description of how process skills connect throughout the unit.
- The online i-Ready Dashboard Teacher Toolbox describes how the Standards for Mathematical Practice 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 Standards for Mathematical Practice 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 2, Math in Action, Session 1 activity directs students to "Examine a problem that involves using addition and subtraction of two-digit numbers to find how to put visitors into nature walk groups." The guidance encourages students to persevere through problem-solving by using a checklist. The guidance helps students make sense of mathematics through whole class and partner discussions.
- The grade 2 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, Model It, Common Misconception section states, "If students think that the two models for 325 represent

different numbers, then say: Look at the second model. Then have students compare the hundreds, tens, and ones in the two models."

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. Lesson 14 Explore Comparing Three-Digit Numbers worktext requires students to explain and justify that there are multiple ways to solve a problem, and practice representing, writing, and discussing their thinking. For example, the student directions state, "You have learned how to compare two-digit numbers. Use what you know to try to solve the problem below." The Facilitate Whole Class Discussion section instructs the teacher to "Call on students to share selected strategies. Prompt students to use their models or diagrams to show why their strategies make sense."
- Materials support students in understanding, explaining, and justifying that there can be multiple ways to solve problems and complete tasks. For example, Unit 4, Math in Action, Session 1, Try Another Approach section states, "There are many ways to solve problems. Think about how you might solve the Buttons problem in a different way." Students justify their solutions to others by "explain[ing] their solutions to the class informally or as a brief oral presentation."
- The grade 2 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, the Lesson 13, Session 1, Discuss It section provides teacher guidance for facilitating discussions with a partner and the whole class using their different problem-solving strategies. The facilitation questions include, "How do [student name]'s and [student name]'s models show how many hundreds, tens, and ones are in the solution?"

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 6, Session 2, Try-Discuss-Connect section directs students to read and solve a word problem. Students work independently to solve, then discuss answers to questions with a partner, such as "Did you draw a diagram or make a sketch to model the problem?" "Why or why not?"
- The grade 2 materials require students to make sense of mathematics through doing, writing about, and discussing math with teachers. Lesson 14, Session 1, Prepare for Comparing Three-Digit Numbers activity, directs students to think, write about, and discuss what they know about comparing numbers. A table prompts them to use a symbol, write in their own words, and give an example of their thinking.
- Student independent work guides students in writing about math. For example, a Lesson 6, Session 2 task directs students to write to "Explain how to go to the next ten to add 36 + 18. Show your work."

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 support teachers in guiding students to share and reflect on their problem-solving approaches. Unit 1, Math in Action activity displays that some problems have more than one approach and more than one solution. Students analyze one approach to a problem in Session 1. Students try another approach and share and reflect with a partner in Session 2. "As they work, have students share their thinking with a partner and discuss the Reflect questions."
- 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 16, Session 2, Deepen Understanding section supports the teacher in guiding students to consider how a number-line model is labeled to model adding three-digit numbers. The guidance prompts the teacher to ask: "Why is 254 the first number on the number line? How do the jumps show you are adding 328? How could you use an open number line to add any 2 three-digit numbers?"

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 Common Misconceptions sections when applicable. For example, Lesson 12, Session 2, Model It, Common Misconceptions section states, "If students think that the two models for 325 represent different numbers, then say: Look at the second model. How many tens are in each box? [10] How many tens are in a hundred? [10] So, what do the tens in each box show? [100] Then have students compare the hundreds, tens, and ones in the two models."
- The materials offer prompts and guidance to assist teachers in providing explanatory feedback based on student responses and anticipated misconceptions. Lesson 13, Session 4, Error Analysis Chart consists of three columns labeled: "If the error is..., Students may..., To support understanding...." For example, "If the error is 47, students may have placed the digits 4 and 7 together. To support understanding, provide students a place-value chart."
- The materials include guidance for responding to incorrect student responses and common misconceptions. For example, Lesson 4, Session, Error Alert section details ways to intervene with students who select answer choices B, D, or E when responding to a question about data. The teacher intervenes by "Hav[ing] students count out connecting cubes in 3 different colors to represent the quantities in each student's belt color. Then have them model each comparison or total described to determine whether it is true."