Publisher's Response: *i-Ready Classroom Texas Mathematics*

Curriculum Associates values the Texas Resource Review process and the dedication from the Texas Education Agency to provide reliable reviews of educational programs as well as guidance to school districts for their selection of quality instructional materials.

i-Ready Classroom Mathematics, which received all-green, perfect scores from EdReports in 2024, is a comprehensive core mathematics curriculum developed to support teachers with coherent, meaningful mathematics instruction and to build students' mathematical proficiency. *i-Ready Classroom Mathematics* offers a variety of supports for both teachers and students to ensure alignment with the Texas mathematics content standards and the Mathematical Process Standards (MPS).

The Texas evaluation of *i-Ready Classroom Mathematics* was overwhelmingly positive, and now Curriculum Associates would like to take the opportunity to provide evidence to address some of the indicators for which we did not receive full credit.

1.1a: Materials include a scope and sequence outlining the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), concepts, and knowledge taught in the course.

TEKS and ELPS alignment documents were provided for review. We have developed Pacing Guidance for the Year outlining the scope and sequence, concepts taught, and TEKS alignment.

2.1d: Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

The Pacing Guidance for the Year indicates which TEKS standards are aligned to each lesson. Lesson Quizzes and Unit Assessments are aligned to the indicated TEKS.

2.1e: Instructional assessments include standards-aligned items at varying levels of complexity.

To make certain that assessments reflect the true intent of the standard, the assessment items in *i-Ready Classroom Mathematics* do not exceed the depth of knowledge (DOK) level of the standard and include varying degrees of difficulty.

- Assessment items are written at or below the DOK level of the standard to ensure the validity of the assessment. Items are written at or below the cognitive complexity level of the standard it covers. For example, a standard assigned a DOK Level 2 will be assessed with items that are a DOK Level 1 or 2.
- Rigorous assessment items reflect varying degrees of difficulty, and performance tasks require students to demonstrate a range of skills from straightforward to higher order and analytical.

NOTE: Most mathematics standards are DOK Levels 1 and 2.

3.3b: Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

i-Ready Classroom Mathematics for Grades K–8 is available in English and Spanish. Both English and Spanish editions integrate language development, language scaffolds, and activities that support and provide students in dual-language immersion programs opportunities to learn mathematics and develop language to achieve and reach high-proficiency goals in English and Spanish. Some of these supports include **Language Expectations for Differentiation** and **Build Your Vocabulary** at the beginning of every unit, **Develop Academic Language** in every lesson, and **Differentiation: English Learners** for every day of instruction. **Language Routines** are also integrated at appropriate places throughout every lesson.

5.3c: Materials include supports for students in connecting, creating, defining, and explaining concrete and representational models to abstract (symbolic/numeric/algorithmic) concepts.

i-Ready Classroom Mathematics lessons are intentionally designed to ensure conceptual understanding by providing students with an opportunity to examine topics in depth and make connections across strategies during discussion with classmates. *i-Ready Classroom Mathematics* encourages the strategic use of a Concrete-Representational-Abstract (CRA) sequence to help students compare and connect multiple representations of a concept strategy. Students learn about different models and tools and are encouraged to use their choice of tool, model, or representation. To help students make CRA connections, students are frequently asked to make a drawing of the manipulative model and represent the situation numerically or symbolically. Our program is designed so students are practicing mathematics and building fluency not by learning and repeating procedures but by reasoning strategically, solving problems, and discussing with peers.

5.5b: Materials include a description of how process standards are incorporated and connected throughout the course.

Mastery of the MPS is vital for educating students who can recognize and be proficient in the mathematics they will encounter in college and careers. The MPS are built into the foundation of *i-Ready Classroom Mathematics*.

- **Apply mathematics to problems arising in everyday life, society, and the workplace.**
  - *i-Ready Classroom Mathematics* lessons use real-world contexts to engage students as they apply mathematical skills and concepts to problem solving.
  - Real-World Connections and the Teacher's Guide provide relevant, real-life scenarios that encourage students to connect and carry the mathematics they are learning into their everyday lives.
- **Use a problem-solving model that incorporates analyzing given information, formulating a plan or a strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.**
  - Each *i-Ready Classroom Mathematics* lesson leads students through new problems by using what they already know, demonstrates multiple approaches and access points, and gives tips and opportunities for cooperative dialogue.
  - Students are encouraged to try more than one approach, think strategically, and evaluate the reasonableness of answers as they work through problem solutions.
- **Select tools—including real objects, manipulatives, paper and pencil, and technology as appropriate—and techniques—including mental math, estimation, and number sense—as appropriate to solve problems.**
  - The *i-Ready Classroom Mathematics* Try–Discuss–Connect instructional framework, utilized in every lesson, involves students engaging in a rich problem-solving task using the tools and strategies that make sense to them. From start to finish, students explore various strategies for solving problems including using number sense and mental math.
- **Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.**
  - In *i-Ready Classroom Mathematics*, the teacher-led mathematical discourse feature guides students through collaborative reasoning and the exchange of ideas and mathematical arguments.
  - *i-Ready Classroom Mathematics* lessons also provide error-analysis exercises that ask students to examine a fictional student's wrong answer as well as multiple opportunities to explain and communicate reasoning.

- **Create and use representations to organize, record, and communicate mathematical ideas.**
    - Students create mathematical models using pictures, diagrams, tables, or equations to solve problems in each *i-Ready Classroom Mathematics* lesson. In the Teacher's Guide, Hands- On Activities and Visual Models broaden students' understanding of ways to represent and communicate mathematical concepts.
- **Analyze mathematical relationships to connect and communicate mathematical ideas.**
    - *i-Ready Classroom Mathematics* lessons lead students to see mathematical relationships connecting equations, visual representations, and problem situations. Each lesson challenges students to analyze the connection between an abstract representation and pictorial or real-world situations.
- **Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.**
    - *i-Ready Classroom Mathematics* lessons guide students to focus on precision in both procedures and communication, including special error-analysis tasks and group discussion questions that motivate students to employ precise, convincing arguments.

5.5c: Materials include a description for each unit of how process standards are incorporated and connected throughout the unit.

Reviewers noted that our materials outline how the Standards for Mathematical Practice (SMPs) are incorporated throughout the program. Our response is below:

SMPs are not included in any student-facing materials. Curriculum Associates chose to keep the SMPs in teacher-facing materials because the SMPs are not content standards, rather they are research-based habits built on the National Council of Teachers of Mathematics' Process Standards and the National Research Council's Strands of Mathematical Proficiency that will help students better understand and retain what they learn and have more successful experiences with mathematics as a result (Koestler, 2013; National Research Council, 2001).

References

Koestler, C. (2013). *Connecting the NCTM process standards and the CCSSM practices*. NCTM.

National Research Council. (2001). *Adding it up: Helping children learn mathematics*. J. Kilpatrick, J. Swafford, & B. Findell (Eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral Sciences and Education. National Academy Press.