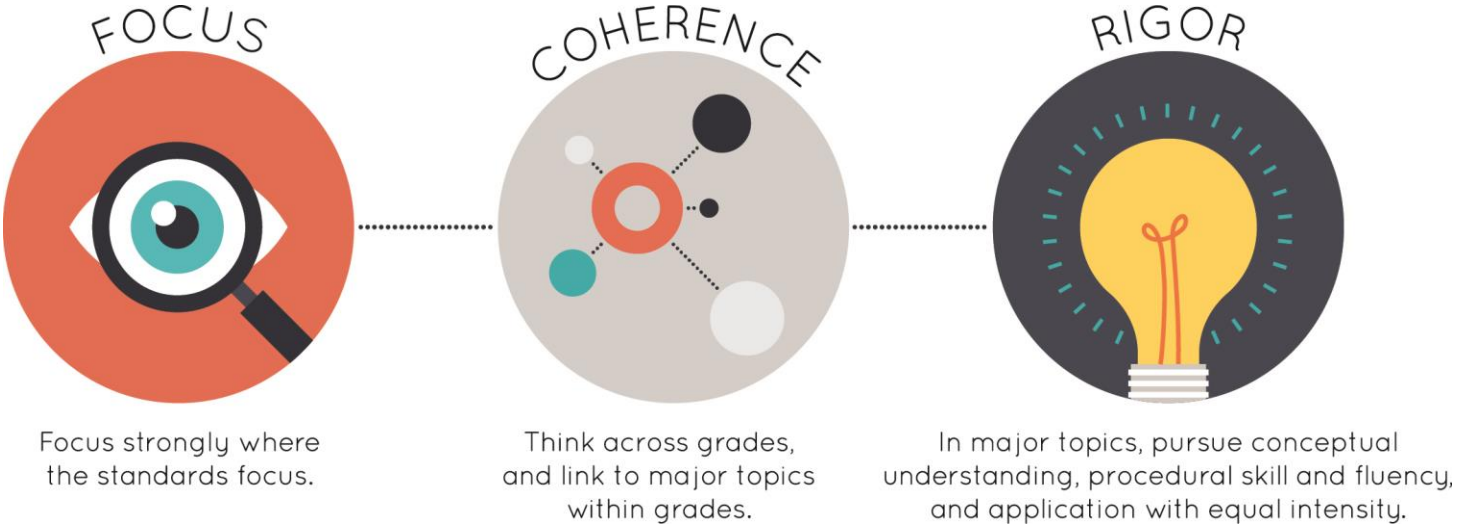
Instructional Materials Evaluation Tool for Alignment in Mathematics Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **Reveal Math**

Grade/Course: **K-2**

Publisher: **McGraw Hill**

Copyright: **2022**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Focus on Major Work (Non-negotiable)	
2. Consistent, Coherent Content (Non-negotiable)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Quality of Assessments	
7. Indicators of Quality	

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

Grade K (Tier 1) Grade 1 (Tier 1) Grade 2 (Tier 1)

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/reveal-math-2023/grades-k-2.

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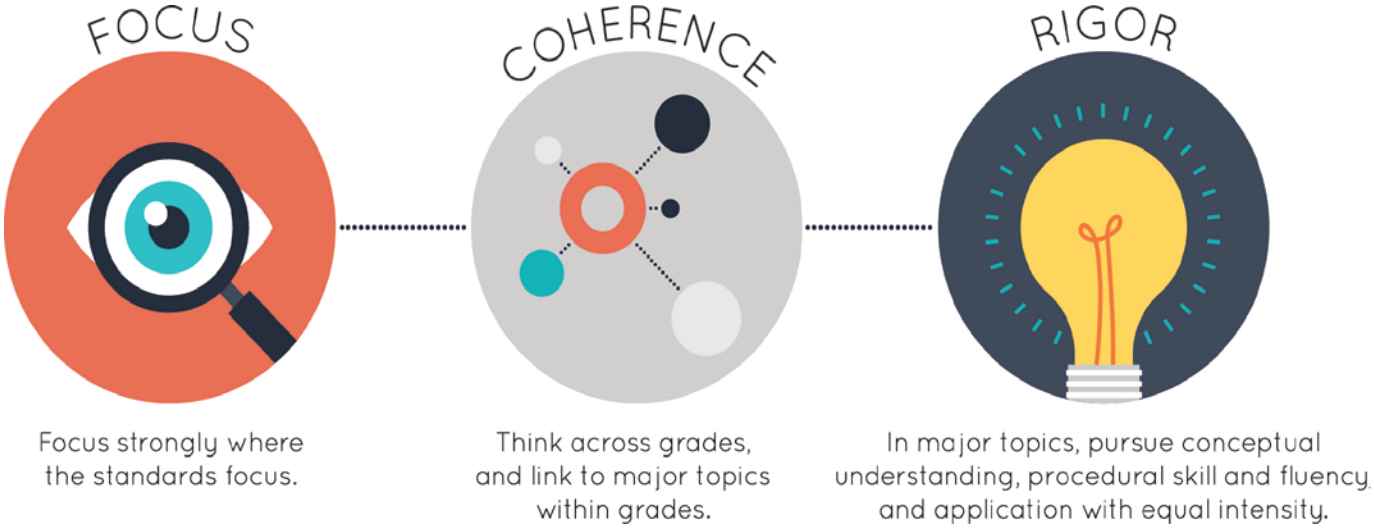

Title: **Reveal Math**

Grade/Course: **K**

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To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**[2] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 and 2 for the review to continue to **Non-negotiable** Criteria 3 and 4. Materials must meet all of the **Non-negotiable** Criteria 1-4 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criteria.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criteria.

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

[2] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 88 instructional lessons, 82% of lessons are spent on major work of the grade. Specifically, 68% of lessons are spent on major standards, 14% of lessons are spent on a combination of major standards and supporting/additional standards and 18% of lessons are spent on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. The instructional lessons and assessments align with Grade K Louisiana Student Standards for Mathematics (LSSM). All lesson introductions identify the standards addressed within the lesson, including whether the standards are major, supporting, or additional. Exit Tickets, Performance Tasks, Unit Assessments, and Course Assessments are identified with the corresponding LSSM for Grade K. For example, in Unit 2, Lesson 1, students count objects to three and explain how to count objects to three

[3] For more on the major work of the grade, see Focus by Grade Level.
[4] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			(LSSM K.CC.B.4). During the lesson, students develop an understanding of the relationship between numbers and quantities as they use objects and illustrations to count to three. On the Exit Ticket, students determine the number of goats and the number of kittens in one problem and the number of whistles in another and color the counters to show how many (LSSM K.CC.B.4). Unit 6 introduces students to basic addition concepts through 10. Students use drawings and objects to represent addition stories and develop and apply Add To and Put Together strategies to solve problems. The Unit Assessment in Unit 6, Understand Addition, is aligned to LSSM K.OA.A.1 and K.OA.A.2 which are addressed across the unit.
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Students first build an understanding of counting and cardinality in Units 1-3 (LSSM K.CC.A., K.CC.B, K.CC.C.). This major work is then reinforced in Unit 4, Lesson 3. During the lesson, students sort and count objects and explain how to count sorted groups of objects (LSSM K.MD.B.3). In The Work Together problem, students count how many birds are in each group and write a number to show how many. Then, students engage in an Activity-Based Exploration in which they sort connecting

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			cubes into groups, count the number of cubes in each group, and explain how they sorted the groups. In the Practice and Reflect section, students sort objects into two groups, fossils and books, count the number of objects within each group, and write how many on the line. The lesson and practice problems connect supporting LSSM K.MD.B.3 to major LSSM K.CC.A.1, K.CC.A.3, and K.CC.B.5. In Unit 13, Lesson 3, Compose 2-Dimensional Shapes, supporting work of LSSM K.G.6, compose simple shapes to form larger shapes, connects to the major work of LSSM K.CC.A.1, count by tens and ones, and LSSM K.CC.A.3, write numbers from 0 to 20. During the Activity Based Exploration, students roll a number cube, count out that many shapes, and then create a new shape by placing the blocks together. Students make shapes, such as a triangle or square, and explain how they know by counting the number of sides and vertices. During Differentiate, Extended Thinking, Differentiation Resource Book, Exercise 1, students count to find the number of triangles that make up the hexagon. Students answer the following question: "How many triangles is this shape made of?" Students count the triangles and write the number 6 on the blank below the hexagon.

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	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. For example, in Unit 2, Lesson 9, Compare Numbers to 5, connects Clusters B (Count to tell the number of objects) and C (Compare numbers) of the Counting and Cardinality (CC) domain. During Explore and Develop, students compare the number of objects in two groups (LSSM K.CC.C.6) by counting the number of objects (LSSM K.CC.B). During Differentiate, Build Proficiency, Digital Additional Practice Book: Compare Numbers to 5, Exercise 2, students determine which digit is less, draw that number of objects, and then respond to the prompt: “Which number is less? 3 or 1. Draw objects to show each number. Circle the number that is less.” Unit 9 connects the Numbers in Base Ten (NBT) and the Counting and Cardinality (CC) domains. For example, in Lesson 1, students represent the numbers 11, 12, and 13 by counting out objects and writing the corresponding number (LSSM K.CC.A.3). In Lesson 2, students make groups of 11, 12, and 13 and explain how to make the groups by adding 1 to 3 objects to 10 (LSSM K.NBT.A.1). The following lessons alternate between focusing on LSSM K.NBT.A.1 and LSSM K.CC.A.3 as students work with numbers up to 15. In Unit 10, Lesson 5, Make 18

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			and 19, connects the major cluster of LSSM K.NBT.A, work with numbers 11-19 to gain foundations for place value, to the major cluster of LSSM K.OA.A, understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. During Practice and Reflect, On My Own, Exercise 4, Error Analysis, students compose the number 18 from a group of 10 ones and some more. In Unit 12, the Performance Task connects Clusters A (Know number names and the count sequence) and B (Count to tell the number of objects) of the Counting and Cardinality (CC) domain. In Part A, students count and write the number of windows on the top floor of a building. In Part B, students count each row of windows by counting by ten and writing 30, 40, 50, and 60. In Part C, students find the total number of windows and write the number 100 (LSSM K.CC.A.1, K.CC.B.5). In Part D, students count the number of mailboxes, and, in Part C, students count on from 48 to 52 to identify the missing numbers on the mailbox (LSSM. K.CC.A.2, K.CC.B.5).
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding,	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Students engage in several sense-making routines, such as Notice and Wonder that prompt students to think about the math concepts presented. Students answer questions,

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procedural skill and fluency, and application. ☒ Yes ☐ No			such as “How are they the same?” “How are they different?” “Which doesn’t belong?” and “What questions could you ask?” Students develop conceptual understanding using a variety of manipulatives and visual models such as ten frames, counting cubes, counters, and numbers cards. Throughout each unit, the materials provide activities and discussion prompts to build conceptual understanding. At the end of the lessons that address conceptual understanding, students demonstrate an understanding of the concepts presented in the lesson through high-quality conceptual problems and discussion questions. For example, in Unit 1, Lesson 3, Launch, students engage in a Notice and Wonder activity in which they observe a picture of a playset with geometric figures and discuss questions, such as “What are some ways that we can describe the play system?” and “What shapes do you see?” In the Explore and Develop section of the lesson, the materials present the option of choosing an Activity-Based Exploration or a Guided Exploration. Both options include discussion questions, such as “Our problem today is to find math in our daily lives. Let’s look at the play system. Where can we see math? What shapes can we see in the play system?” and “What other shapes can you see?” (LSSM K.G.A.1). In Unit 7, Lesson 4, students develop and demonstrate conceptual understanding of

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			representing and solving subtraction problems (LSSM K.OA.A.1) during the Bring It Together activity in the Explore and Develop section of the lesson. Students answer questions such as "How does using objects or drawings help to understand and solve subtraction word problems?" Students solve the following subtraction story: "Evan had 5 water bottles. He gave 2 away. How many does he have now?" Students draw or use counters to represent the problem. Students demonstrate their conceptual understanding by writing an equation to solve the problem. The Unit and Lesson Coherence Guidance helps teachers understand what prior knowledge students need to be able to access the unit content and what math the current unit is building the foundation for. For example, in Unit 2, Lesson 6, Numbers to 5, Explore and Develop, students use connecting cubes to find one more. Previously, students represented a number of objects in a group, and during the lesson, students "understand that each number in the counting sequence represents a quantity one greater than the preceding number." During Explore and Develop, students represent each number from 0 to 5 by drawing or counting. In the Math is Thinking section, students answer the following question: "What does it mean to have one more?" At the conclusion of the lesson, students count

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			objects from 1-5 and reflect on their thinking. These activities support the conceptual development of LSSM K.CC.4. In Unit 9, Lesson 4, Represent 14 and 15, Launch, Notice and Wonder, students observe a picture of a building with 15 windows and 15 bushes. Students solve the following problem: "What groups of objects do you see? How can you find the number of windows? Bushes? What do you know about counting beyond 10 that can help you count these objects?" Students then use counters to make a group of ten and then think about how to make a group of 14. This exercise supports the conceptual development of LSSM K.NBT.A.1b. As the lesson continues, students represent 14 and 15 in different ways using counters.
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. The lessons provide sufficient support and opportunities to attain Grade K fluencies. Each unit contains an Effective Teaching Practices section that often identifies how to Build Procedural Fluency from Conceptual Understanding. Students have opportunities to develop procedural skills aligned with the LSSM through a variety of activities embedded within the materials. Number Routines provided at the beginning of each lesson support students in building number sense and operational fluency over time. For example, the Break

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			Apart routine builds flexibility with numbers; The Counting Path builds fluency with counting and cardinality; and Would You Rather? builds flexibility with number sense and mental math operations. Fluency Practice is built into every unit and includes Fluency Strategy for the Unit, Fluency Flash, Fluency Check, and Fluency Talk. Each unit progresses with fluency practice providing the students the opportunity to apply procedural skills accurately, efficiently, and flexibly and to attain the required fluencies of the grade. For example, the Fluency Practice for Units 2-6 focus on LSSM K.CC.B.5. In Unit 2, students count objects in a line up to 3. In Unit 3, students count objects in a line up to 5. In Unit 4, students count objects up to 5. In Unit 5, students count objects in a line up to 10. In Unit 6, students count objects up to 10. The Fluency Practice for Units 11-14 focus on LSSM K.OA.A.5 as students count on to add within 5 in Unit 11, count back to subtract within 5 in Unit 12, and add within 5 in Unit 13, and subtract within 5 in Unit 14. In Units 6 and 7 students develop addition and subtraction concepts by representing addition and subtraction with manipulatives and visual models. Students apply this understanding as they begin to build fluency of adding and subtracting within 5 beginning in Unit 8 (LSSM K.OA.A5). Students engage in Game Station activities after each lesson in Unit

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			8 to build procedural skill and fluency with adding and subtracting. Such games include Add 5 to Match after Lesson 1 and Subtract within 5 Match after Lesson 2. In Unit 9, Lesson 6, during the opening Number Routine, What Did You See? students find the total number of counters by counting the dots in a ten-frame (LSSM K.CC.B.5). During the lesson, students decompose groups of 14 and 15 objects using connecting cubes and number bonds and then write an equation to represent the problem (LSSM K.NBT.A.1c). In Unit 12, students engage in the Number Routine, Counting Things, at the start of many of the lessons to build fluency with counting and cardinality. Students also engage in Game Stations at the end of each lesson to build proficiency with counting to 100. In Lesson 1, Count by 1s to 50, during the Practice and Reflect section of the lesson, students practice the procedural skill of writing the missing numbers in a chart of numbers up to 50 (LSSM K.CC.A.1).
	Required **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. The progression of the units includes opportunities within the lessons to apply conceptual understanding and procedural skills within the context of real-world problems. Students answer questions in pairs, small groups, and whole groups and justify and explain their reasoning when engaging with lessons and

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	expectations for multi-step and real-world problems are explicit.		activities that incorporate the application standards. For example, in Unit 6, students apply their knowledge of sorting, classifying, and counting objects, modeling, and addition concepts to solve addition problems. In Lesson 2, Represent and Solve More Add To Problems, during the Notice and Wonder routine, students answer questions about a real-life example of a picture of three children riding scooters and two more joining. In the Explore and Develop section of the lesson, students apply their understanding of addition to solve the Add To addition problem modeled in the picture. During the Practice section of the lesson, Exercise 4, students solve the following application problem: "Mario throws 6 bean bags. Then he throws some more. There are 10 bean bags in all. How many more did he throw?" (LSSM K.OA.A.2). Students continue to apply addition concepts as they solve real world problems in Lessons 4 and 5. In Unit 7, students apply their knowledge of subtraction in a variety of real-world contexts to answer questions such as "How many are left?" For example, in Lesson 3, Represent and Solve More Take From Problems, during the Activity-Based Exploration, students apply their understanding of subtraction while solving problems using number cards and symbols to model problems, such as "Arlo has 6 ice cubes. Four of the ice cubes melt. How many ice cubes does he have now?"

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			(LSSM K.OA.A.2). In Lesson 5, Represent and Solve Addition and Subtraction Problems, Practice and Reflect, On My Own, Exercise 5, Extend Your Thinking, students draw or use counters to represent the problem. Then, students write and trace to complete the equation in the following problem: "Seven boats are in the water. Two of the boats are sailboats and the rest are tugboats. How many tugboats are in the water?" This exercise allows students to independently apply LSSM K.OA.A.2, solve addition and subtraction word problems, and add and subtract within 10. The Unit Performance Task in the Student Edition offers additional opportunities for students to solve addition and subtraction application problems.
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. The materials reflect the balance of rigor in the standards. Each unit specifies how each component of rigor is addressed within the unit, and specifies whether a rigor component is not the target of the unit. In each lesson, the Practice and Reflect section of the lesson identifies the component of rigor that each of the activities address. All lessons begin with a fluency activity through a Number Routine. Workstation activities provide the opportunity for students to practice fluency skills in the Game Stations

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			and apply their understanding in real-world problems in the Application Station at the end of each lesson. Each unit contains Fluency Practice with a Fluency Progression chart aligned to the Grade K fluency standards. For example, in Unit 7, Lesson 3, Represent and Solve More Take From Problems, Practice and Reflect, On My Own, Exercise 5, Extend Your Thinking, students engage with the following problem: "Write numbers and trace symbols to complete the equation. Anthony threw the bowling ball and 4 pins were still standing. How many pins did Anthony knock down?" Students see six bowling pins and the equation 6 - ? = 4. This exercise provides an opportunity for students to apply procedural skill in an application problem (LSSM K.OA.A.2) as they solve addition and subtraction word problems while adding and subtracting within 10. In Unit 9, students engage in a Board Game Performance Task in which they demonstrate conceptual understanding and the procedural skill of writing and counting numbers up to 15 (LSSM K.CC.A.3, LSSM K.NBT.A.1). For example, in Part A, students write missing numbers on a game board. In Part B, students write the number after 13 and then draw the number using circles to show ten and some more ones. In Unit 13, Lesson 3, Practice and Reflect, students apply their conceptual understanding of composing simple shapes to form larger

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			shapes (LSSM K.G.B.6) by creating a larger square given nine smaller squares. In Unit 11, 2-Dimensional and 3-Dimensional Shapes, Fluency Practice, Fluency Flash, Exercise 2, students respond to the question, "How can you count on to find 2 + 2? Write the sum." This activity provides an opportunity for students to independently develop procedural skills and fluency of LSSM K.OA.5, fluently add and subtract within 5.
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade level content and is meaningfully present throughout the materials. The materials support students' habits of mind based on mathematical practices while also supporting students in building conceptual understanding, developing fluency, and applying their understanding. In the Interactive Student Edition, Talk About It! questions encourage critical thinking and mathematical discourse among students to help them develop the habits of mind described in the practice standards. For example, in Unit 5, Lesson 5, students enrich their conceptual understanding of geometry as they Critique, Correct, and Clarify (MP.3) true and false statements made about the position of shapes (LSSM K.G.A.1). In Unit 8, Addition and Subtraction Strategies, Lesson 2, students look for and make use of structure (MP.7) as they subtract within 5 (LSSM K.OA.A.5).

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			For example, during Explore and Develop, students use a number path to subtract 4 - 1 and then 4 - 2. In Unit 10, Numbers 16 to 19, students use a variety of models (MP.4) to help make sense of (MP.1) and solve problems. Students use counters and ten frames to understand patterns. Students use connecting cubes and number bonds to understand teen numbers. In Lesson 1, Represent 16 and 17, students choose appropriate tools strategically (MP.5) as they determine how they can represent the number of objects in groups (LSSM K.CC.A.3). In Lesson 2, Make 16 and 17, students model (MP.4) 16 with ten frames to represent the problem 10 + 6 = 16 (LSSM K.NBT.A.1). In Unit 11, Lesson 6, Describe Solids, Explore and Develop, Activity-Based Exploration, students describe the location of a shape in relation to the other shapes. Students discuss the description with their group to make sure everyone is in agreement with the name and position of the shape. Students analyze and make sense of problems (MP.1) and determine if their answers make sense as they use positional words to describe the location of 3-dimensional objects in relation to one another (LSSM K.G.A.1).
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning grade-level mathematics that is detailed in the content standards. The

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	(cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.		materials contain error analyses and opportunities to critique the work and arguments of others. Lessons contain routines where students engage in mathematical reasoning by making viable arguments and justifications. Lessons incorporate Math Language Routines such as Critique, Correct, and Clarify which provide students the opportunity to analyze and reflect on written or verbal arguments. For example, in the Unit 1 Overview, the Math Practices and Processes states, "Lesson 4 - Math is Explaining and Sharing. Students are introduced to the importance of sharing their ideas and their thinking. They also consider why listening to the ideas and thinking of others is important." The materials establish the sharing of ideas as an important part of the mathematical process. In Unit 4, Lesson 1, students construct viable arguments as they discuss similarities and differences about a group of three triangles of different colors with the following prompt: "How are the objects in the group alike? How are they different? Draw a shape that is different from the other three." Students then share their reflections with their classmates. In Unit 6, Lesson 3, students represent and solve Put Together problems (LSSM K.OA.A.1). In the Explore and Develop section of the lesson, students respond to the prompt, "Three kickballs and three basketballs are in the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			bin. How many balls are in the bin?" The teacher writes correct and incorrect Add To problems on the board with corresponding pictures and equations. In pairs, students critique and correct the equations and then discuss the answers as a class. Students discuss the correct number sentence, explaining how they know it is correct. In Unit 9, Lesson 3, students decompose 11, 12, and 13 (LSSM K.NBT.A.1). During the Number Routine, The Match, students match different representations of the same number. Students express their reasoning through the following prompts: "How did you decide which cards match?" and "Does every card have a match? How do you know?" During the Explore and Develop section of the lesson, students critique true and false decompose scenarios with 10 and some more. Students look at a corresponding picture. Students stand if it is true and remain seated if it is untrue. Students agree, correct, or clarify the decomposition scenario. In Unit 10, Lesson 6, Decompose 18 and 19, Practice and Reflect, Exercise 4, Error Analysis, students critique the reasoning of others as they observe an equation and then respond to the prompt, "Nate is decomposing 18. He says the equation is 18 = 10 + 9. Do you agree? Complete the equation to correct his thinking."
	Required	**Yes**	Materials explicitly attend to the specialized language of mathematics. The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	4c) Materials explicitly attend to the **specialized language** of mathematics.		materials use and encourage the use of accurate mathematical terminology when talking about skills, concepts, solutions, and solution processes. The Unit Overview includes a Language of Math section that lists and defines all of the vocabulary that students will use in the unit and notes which lesson the terms are used and whether the terms are new. This section promotes the development of vocabulary terms to support students in mathematical discourse. The Unit Overview also includes a Math Language Development section that promotes the use of mathematical language with a particular focus on one of four language skills, reading, writing, listening, and speaking. This section provides suggestions for helping students build proficiency with these skills in their mathematical discourse. Each unit describes the Math Language routines utilized in the lessons that help develop students' mathematical language, such as MLR1: Stronger and Clearer Each Time, MLR3: Critique, Correct, and Clarify, and MLR4: Information Gap. Each lesson includes at least one Language Objective to ensure students utilize mathematical language during discourse. Each Unit Review also includes a vocabulary review component that references specific lessons within the unit. For example, in Unit 2, Numbers to 5, students use the following key terms across the unit: zero

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			through five, equal, fewer, greater than, less than, and one more. In Lesson 4, the Language Objective states that students will "articulate numerals 4 and 5 by matching them to sets of 4 and 5 objects" and recommends engaging in the MLR4: Information Gap Language Routine. During Explore and Develop, students work in pairs with a set of 5 counters and 5 number cards. One partner shows one of the number cards, and the other partner identifies the numeral and then draws the corresponding number of dots. Partners then check to see if the number of dots matches the numeral displayed. Unit 7, Lesson 1 includes the following Language Objective: "Students represent take apart problems using the phrasal verb take apart in the present continuous tense (taking apart)." During Explore and Explore, the teacher writes both true and false take apart scenarios, draws accompanied pictures, and uses the phrase "take apart" when describing the scenarios. Students stand up if they believe it to be true or remain seated if they believe it to be false and then discuss. During Bring It Together, students explain that subtraction can mean take apart. In Unit 6, the Math Language Development section includes a Focus on Listening. Guidance suggests conducting multiple readings of problems to help students understand what they need to do and to confirm that what they did is

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			correct. During the first read, students follow along, listen for key words telling them what the problem is about, and asking questions about unfamiliar words or concepts. In Unit 13, Lesson 5, students build three-dimensional shapes. During the Work Together activity in the Explore and Develop section, the Language of Math prompt states, "What do they think it means to build a 3-dimensional shape? Ask them to share their experience with anyone in their family or home who builds things."
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Teacher guidance for the practice standards is included at the unit level, in the lesson opening, and within the lesson. Each Unit Overview contains a Math Practices and Processes section that identifies the primary focus practice standard for the unit. Although multiple practice standards are used across the unit, this section emphasizes one practice standard for greater clarity and development in the unit. This section also includes suggestions for helping students develop and utilize the practice standards over time. Each lesson identifies the content standards, along with the practice standards at the beginning of the lesson. Math Language Routines are included in every lesson. The Appendix includes the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			purpose for each Language Routine along with a description of the types of activities included with routine. For example, in Unit 4, Lesson 2, students use regularity in repeated reasoning (MP.8) to explain how objects are sorted. Teacher guidance states, "Students apply the skills they used to describe attributes of objects to sorting objects by attribute. Students will become aware that objects can be sorted according to more than one attribute, which helps them develop an understanding that multiple solution strategies are acceptable in mathematics. Discuss that the group of buttons can be sorted in different ways. Guide students in seeing that some of the ways that the buttons could be sorted are by size, color, and shape." In Unit 6, Understand Addition, the Math Practices and Processes section focuses on making sense of problems and persevere in solving them (MP.1). The guidance notes that Grade K is when students begin learning about word problems and suggests giving students time to consider what the problem is about and what the question is asking. The guidance includes suggestions for teachers to help students make sense of problems, such as allowing students to choose how they want to represent the problem, helping students make connections between different representations used to solve the problem, and encouraging students to try different ways to solve it.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			In Unit 14, the Unit Overview notes that students have multiple opportunities to "make and share conjectures about the lengths, heights, weights, and capacities of various items" and that students may agree or disagree with each other. The guidance states that "students should be encouraged to discuss their reasoning and distinguish correct logic from reasoning that is flawed." This section provides suggestions to help develop students' ability to construct viable arguments and critique the reasoning of others (MP.3). For example, teachers should encourage students to "use objects or drawings to construct their argument" and "ask useful questions to clarify or improve the arguments being made."
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way,		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	arguments and explanations, diagrams, mathematical models, etc.		
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics. ☐ Yes ☐ No	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		
	Required **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.		
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		
7. ADDITIONAL INDICATORS OF QUALITY:	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	guidance about the amount of time a task might reasonably take.		
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.		
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.		
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.		
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.		
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade-level.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.

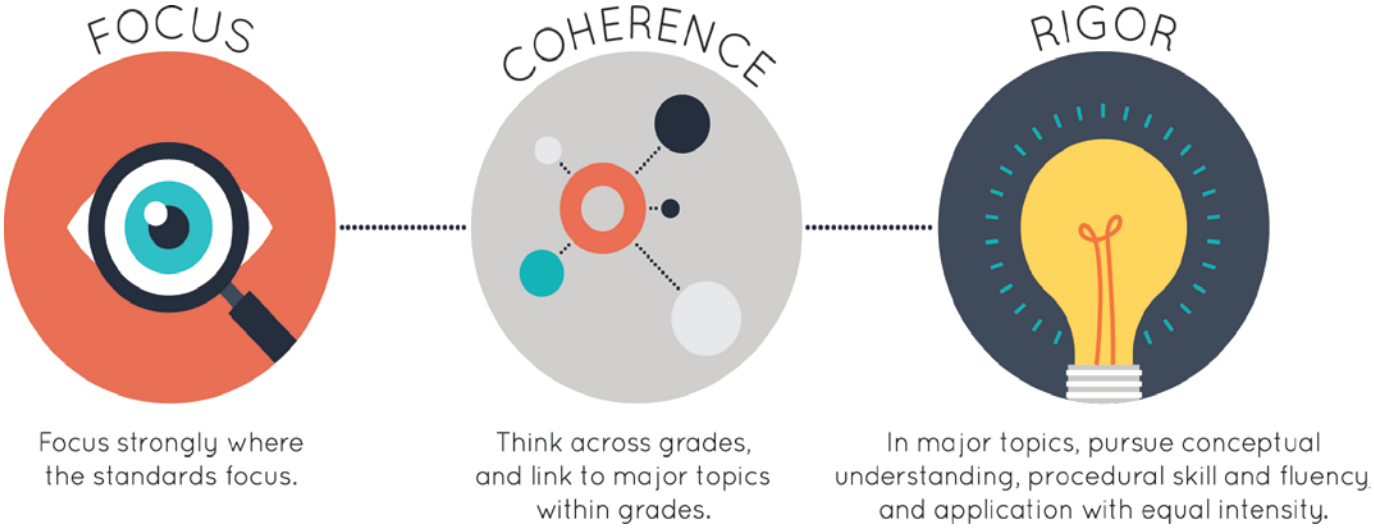
[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	4. Focus and Coherence via Practice Standards	**Yes**	Materials attend to the full meaning of each practice standard. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning grade-level mathematics that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports for more information.
	6. Quality of Assessments		See EdReports for more information.
	7. Additional Indicators of Quality		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

[6] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **Reveal Math**

Grade/Course: **1**

Publisher: **McGraw Hill**

Copyright: **2022**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Focus on Major Work (Non-negotiable)	
2. Consistent, Coherent Content (Non-negotiable)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Quality of Assessments	
7. Indicators of Quality	

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/reveal-math-2023/grades-k-2.

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**[2] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 and 2 for the review to continue to **Non-negotiable** Criteria 3 and 4. Materials must meet all of the **Non-negotiable** Criteria 1-4 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criteria.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criteria.

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

[2] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 91 instructional lessons, 78% of lessons are spent on major work of the grade. Specifically, 75% of lessons are spent on major standards, 3% of lessons are spent on a combination of major standards and supporting/additional standards, 15% of lessons are spent on supporting or additional standards, and 7% are spent on foundational work from Grade K.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. Unit 1 includes six lessons that address Grade K Louisiana Student Standards for Mathematics (LSSM); however, the lessons are used as foundational work to help students develop an understanding of problem solving, math practices, and the "norms of interaction that allow for a productive math learning environment." All other units, Units 2-13 address grade-level work. All lesson introductions identify the standards addressed within the lesson,

[3] For more on the major work of the grade, see Focus by Grade Level.
[4] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			including whether the standards are major, supporting, or additional. Exit Tickets, Performance Tasks, Unit Assessments, and Course Assessments are identified with the corresponding LSSM for Grade 1. For example, in Unit 3, students demonstrate their understanding of two-digit place value through the Performance Task (LSSM 1.NBT.B.2 and LSSM 1.NBT.B.3). During the task, students draw base-ten blocks to show the possibility of numbers when Caleb rolls a 6 and a 3, identify which number is greater and explain their thinking, and identify the greatest number Asher can make when he rolls a 2 and a 5 (LSSM 1.NBT.B.2, 1.NBT.B.3). In Unit 9, Lesson 6, students decompose a one-digit number to add a two-digit number on a number line (LSSM 1.NBT.C.4). Students complete an Exit Ticket to assess their understanding of lesson concepts. Students find the sum using an open line, solve an addition word problem, and find the sum of a given number sentence (LSSM 1.NBT.C.4). In Unit 4 Lesson 8, in the Activity Based Exploration, students take two steps to add three numbers. They realize they can add the numbers in any order, highlighting the commutative property. This provides extensive work to meet the full intent of LSSM 1.OA.A.2.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Students first build an understanding of Numbers and Operations in Base Ten (LSSM 1.NBT) and Operations and Algebraic Thinking (LSSM 1.OA) in Units 2-5. Students extend the counting sequence, understand two-digit numbers, and add within 100 (LSSM 1.NBT.A.1 and LSSM 1.NBT.B.2). Then, students add and subtract numbers (LSSM 1.OA.C.5 and LSSM 1.OA.C.6). This major work of solving addition and subtraction is then reinforced in Unit 12 as students organize, interpret, and organize data (supporting LSSM 1.MD.C.4). In Unit 12, Lesson 9, students organize data in tally charts (LSSM 1.MD.C.4). In the Practice and Reflect section of the lesson, students answer questions, such as "How many pets are there in all?" connecting supporting LSSM 1.MD.C.4 to major LSSM 1.OA.A.2. Students also complete the following error analysis question, "Jade says 15 students voted for their favorite outdoor toy. Do you agree with Jade? Explain." Students practice organizing data in a chart while solving word problems that call for the addition of three whole numbers (LSSM 1.MD.C.4, 1.OA.A.2). Although supporting LSSM 1.MD.C.5 is not addressed in the Grade 1 materials, the correlation guide directs teachers to Grade 2, Unit 8, Lessons 1-3. Limitations of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			LSSM 1.MD.C.5 should be taken into consideration when using the Grade 2 lessons.
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. For example, Unit 4, Lesson 8 connects clusters A (Represent and solve problems involving addition and subtraction) and B (Understand and apply properties of operations and the relationship between addition and subtraction) of the Operations in Algebraic Thinking (OA) domain. During the lesson, students apply properties of addition to add three numbers in word problems (LSSM 1.OA.A.2, 1.OA.B.3). For example, during the Activity Based Exploration, students roll three number cubes. Students group two of the numbers using a number line, then add the third number. Students then pick a different pair of numbers to add and then add the other number. Students learn that they can add the numbers in any order and the sum is the same. Unit 5 connects clusters C (Add and Subtract Within 20) and D (Work with Addition and Subtraction Equations) within the Operations and Algebraic Thinking (OA) domain. In Lesson 2, students use a number line to count back (LSSM 1.OA.C.6). In Lesson 8, students use

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			number lines to find the unknown number in a subtraction equation. In the Exit Ticket, students count on using the number line to find the unknown in 20 - ? = 12 (LSSM 1.OA.C.6, 1.OA.D.8). In Unit 9, Lesson 6, Explore and Develop connects clusters B (Understand place value) and C (Use place value understanding and properties of operations to add and subtract) of the Number and Operations in Base Ten (NBT) domain. During the lesson, students apply place value understanding to add and subtract as they use an open number line to make a ten to show addition (LSSM 2.NBT.B.2, 2.NBT.C.4). Unit 11, Lesson 4, connects the Operations and Algebraic Thinking (OA) and the Number and Operations in Base Ten (NBT) domains. During Practice and Reflect, On My Own, items 1-2, students create an addition equation to help subtract 90 - 80 = ? and 60- 10 = ? Students then solve the following problem: “Margo buys 70 stamps. She uses 20 stamps. How many stamps does Margo have left?” (LSSM 1.OA.B.3, 1.NBT.C.6).
Non-negotiable **3. RIGOR AND BALANCE:** Each grade’s instructional materials reflect the balances in the Standards and help students meet the Standards’ rigorous expectations, by helping students develop conceptual understanding,	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Students engage in several sense-making routines, such as Notice and Wonder that prompt students to think about the math concepts presented. Students answer questions, such as “How are they the same?” “How

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
procedural skill and fluency, and application. ☒ Yes ☐ No			are they different?" "Which doesn't belong?" and "What questions could you ask?" Students develop conceptual understanding using a variety of manipulatives and visual models such as ten frames, counting cubes, counters, and numbers cards. Throughout each unit, the materials provide activities and discussion prompts to build conceptual understanding. At the end of the lessons that address conceptual understanding, students demonstrate an understanding of the concepts presented in the lesson through high-quality conceptual problems and discussion questions. For example, in Unit 2, Lesson 2, students identify patterns and describe how to identify patterns when counting by 1s to 120 (LSSM 1.NBT.A.1). In the Explore and Develop section of the lesson, using counters and a number chart, students answer questions such as "How do counting patterns with numbers 99 continue in numbers to 120?" and "How can a counting pattern help you to count on from any number?" The lesson supports students in establishing conceptual understanding of extending the counting sequence. During Practice and Reflect, students analyze a number chart to identify patterns, such as "the ones increase by 1 from 0 to 9, then repeat from 0" and the tens stay the same until the ones restart at 0, then the tens go up by 1 to 9." In Unit 5, Lesson 6, students explain how to use addition to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			subtract (LSSM 1.OA.6). Students build conceptual understanding through the use of number cards, number cubes, number lines, and counters. Students determine that either subtraction or addition can be used to solve the same problem. During Explore and Develop, Learn, given the information that Bea has 15 toy horses and she gives 7 toy horses to Max, students discuss the question, "How many horses does Bea have now?" Using a number line, students understand that the problem can be solved with either 15 - 7 =? or 7 + ? = 15. During Practice and Reflect, On My Own, students use addition equations to help them subtract in problems such as, "8 + 7 = 15, so 15 - 8 = ?" In Unit 9, Lesson 1, extend their thinking of place value as they identify the relationship between the ones and tens places and then add ten to a number. Throughout the lesson, students explain their reasoning when using mental math to find 10 more than a given number (LSSM 1.NBT.C.5). During the Practice and Reflect section of the lesson, students apply conceptual understanding by determining whether the following Add Ten equations are true: 17 + 10 =18 and 32 + 10 = 42. Students then solve the following word problem and explain their reasoning: Some crayons are on the table. 10 crayons are in a box. There are 33 crayons in all. How many crayons are on the table? Explain your thinking."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. The lessons provide sufficient support and opportunities to attain Grade 1 fluencies. Each unit contains an Effective Teaching Practices section that often identifies how to Build Procedural Fluency from Conceptual Understanding. Students have opportunities to develop procedural skills aligned with the LSSM through a variety of activities embedded within the materials. Number Routines provided at the beginning of each lesson support students in building number sense and operational fluency over time. For example, Let's Count builds proficiency with skip counting; Would You Rather? builds flexibility with number sense and mental math operations; and Break Apart builds flexibility with numbers. Fluency Practice is built into every unit, including Fluency Strategy for the Unit, Fluency Flash, Fluency Check, and Fluency Talk. Each unit progresses with fluency practice providing the students the opportunity to apply procedural skills accurately, efficiently, and flexibly and to attain the required fluencies of the grade. Fluency Practice activities progress across the units and build students' proficiency in adding and subtracting within 10 (LSSM 1.OA.C.6). Across the materials, students build proficiency in adding and subtracting within 10 as they engage in the following

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Fluency Practices: count on to add in Unit 3, count back to subtract in Unit 4, count up to subtract in Unit 5, use combinations of 10 in Units 6 and 7, add or subtract 0 in Unit 8, use doubles in Unit 9, use halved in Unit 10, use near doubles in Units 11 and 12, and add and subtract 10 in Unit 13. The development of fluency, as well procedural skills is supported through the core instructional units, as well. For example, in Unit 4, Lesson 5, students use a make a ten strategy to practice the fluency skill of solving addition equations within 20 (LSSM 1.OA.C.6). Students use ten frames and number bonds to first make 10 then add the remaining number to find the sum. In the Practice section of the lesson, students find the sum of the equation and show how to make a 10 to add. In Unit 5, Lesson 3, Count On to Subtract, Practice and Reflect, students explain how to use a number line for subtraction and compare it using a number line for addition. This activity supports the development of procedural skills of adding and subtracting within 20 fluently adding and subtracting within 10 (LSSM 1.OA.C.5). In Unit 7, Lesson 1, Represent and Solve Add To Problems, Explore and Develop, Learn, Work Together, students solve the following problem: “5 raindrops fall. 6 more raindrops fall. How many raindrops fall? Show your thinking.” Students build fluency from a conceptual understanding

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of addition to support the development of procedural skills and fluency of LSSM 1.OA.6. In Unit 9, Lesson 2, students add two-digit numbers and a multiple of 10. They develop procedural skills by finding patterns when adding tens to another number, such as in the Guided Exploration (LSSM 1.NBT.C.4). In Unit 12, Lesson 5, students develop and practice the procedural skill of telling and writing time to the hour (LSSM 1.MD.B.3). The materials support the procedural skill of reading a clock by identifying common errors, such as confusing the hour and minute hands. The materials suggest that students label the hands of the clock using hour and minute as a reference. Students draw the hour and minute hand of a given time during the Practice section of the lesson.
	Required **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. The progression of the units includes opportunities within the lessons to apply conceptual understanding and procedural skills within the context of real-world problems. Students answer questions in pairs, small groups, and whole groups where they justify and explain their reasoning when engaging with lessons and activities that incorporate the application standards. For example, in Unit 10, Lesson 4, students apply their understanding to solve compare problems using addition or

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			subtraction (LSSM 1.OA.A.1). During the Activity-Based Exploration, students draw and use manipulatives to solve real-life problems, such as “Avery scores 6 more points than Dylan. Avery scores 11 points. How many points does Dylan score?” In Unit 12, Unit Review, students apply their understanding of tally charts by organizing the data of sound engineers’ favorite type of headphones into a tally chart (LSSM 1.MD.C.4). Students extend their thinking by explaining how the data would change if more sound engineers picked their favorite headphones. In Unit 8, Lesson 7 students use both addition and subtraction to solve real-world problems (LSSM 1.OA.A.1). In the Activity-Based Exploration, students use tools, such as a number line, to figure out how many cherries Emma took in the following problem: “There are 14 cherries. Emma takes some cherries and her brother takes 8 cherries. How many cherries did Emma take?” Students explain their thinking and reasoning as they answer the following questions: “How do you know if the unknown is a part or the whole?” “How can you decide which operation to use?” and “How can this problem be represented with addition and subtraction?” In Unit 12, Lesson 10, students interpret and model data in tally charts (LSSM 1.MD.C.4). In Practice and Reflect, On My Own, students use a tally chart that includes data on mug types.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Students answer a series of questions, such as “How many more mugs have stripes than dots?” and “How many mugs are there in all?” Additionally, students extend their thinking as they respond to the following prompt: “To have more mugs with dots than stripes, how many more dot mugs should there be? Explain your thinking.”
	Required **3d) *Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. The materials reflect the balance of rigor in the standards. Each unit specifies how each component of rigor is addressed within the unit, and specifies whether a rigor component is not the target of the unit. In each lesson, the Practice and Reflect section of the lesson identifies the component of rigor that each of the activities address. All lessons begin with a fluency activity through a Number Routine. Workstation activities provide the opportunity for students to practice fluency skills in the Game Stations and apply their understanding in real-world problems in the Application Station at the end of each lesson. Each unit contains Fluency Practice with a Fluency Progression chart aligned to the Grade 1 fluency standards. For example, in Unit 4, Lesson 3, integrates conceptual understanding and fluency. Students develop an understanding that doubles can be used to help them add and then

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			develop strategies using doubles to add within 20 (LSSM 1.OA.C.6). In Unit 6, Lesson 3, students use pattern blocks to take shapes apart and put them together to make shapes (LSSM 1.G.A.2). Students explore the conceptual understanding that "a two-dimensional composite shape can be put together into a new two-dimensional composite shape" by making different shapes with the same given pattern blocks. In Unit 11, Lesson 2, Activity-Based Exploration, students write a subtraction equation where the greater number is the total and the unknown is the difference (LSSM 1.NBT.C.5). They then represent the equation with base-ten blocks or drawings to help them solve the equation. Students repeat the process several times using different tens cards. Unit 12, Lesson 7 integrates all three aspects of rigor as required by LSSM 1.MD.C.4. Throughout the lesson, students learn to organize data, arrange it into categories, and use real-world data to solve problems. In Unit 13, Lesson 2, students apply conceptual understanding and procedural skill as they partition circles, rectangles, and squares into two shares and describe the shares as halves or half of a given shape (LSSM 1.G.A.3). In the Practice section of the lesson, students practice the procedural skill of identifying if a shape shows equal squares (LSSM 1.G.A.3). Students demonstrate their conceptual understanding by explaining

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			how they know if Andrew and Jane get equal shares of a snack bar with a line designating where it would be cut.
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade level content and is meaningfully present throughout the materials. The materials support students' habits of mind based on mathematical practices while also supporting students in building conceptual understanding, developing fluency, and applying their understanding. In the Interactive Student Edition, Talk About It! questions encourage critical thinking and mathematical discourse among students to help them develop the habits of mind described in the practice standards. For example, in Unit 7, Lesson 4, students solve addition problems with one or both addends unknown (LSSM 1.OA.A.1). Students look for and make use of the part-part-whole chart (MP.7) to identify two possible ways to answer the prompt: "15 animals are on the beach. Some are turtles and some are crabs. How many turtles and how many crabs?" Students make sense of the unknown addend problem and persevere in solving those problems through class discussion (MP.1). In Unit 8, Lesson 7, students solve problems involving addition and subtraction (LSSM 1.OA.A.1). In the Explore and Develop section, students work in pairs to solve the prompt: "There

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			are 12 bananas. I gave some to my friend. Now there are 7 bananas." One partner writes an addition problem and the other partner writes a subtraction problem. Students compare equations and critique their partner's equation and solution (MP.3). In Unit 6, Lesson 3, Compose Shapes, Explore and Develop, Work Together, students observe a half circle, a trapezoid, a rectangle, a quarter circle, a hexagon, and a triangle and then respond to the following prompt: "How can you make a flower using these shapes? Draw your new shape." (LSSM 1.G.A.2). Students make sense (MP.1) of the problem and engage in problem-solving to make a composite shape using two-dimensional shapes. In Unit 12, Lesson 3, Guided Exploration, students use appropriate tools strategically (MP.5) as they use various strategies to measure lengths (LSSM 1.MD.A.2). They have access to connecting cubes, pennies, and paper clips to measure a book and crayon in the Guided Exploration.
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning grade-level mathematics that is detailed in the content standards. The materials contain error analyses and opportunities to critique the work and arguments of others. Lessons contain routines where students engage in mathematical reasoning by making viable

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			arguments and justifications. Lessons incorporate Math Language Routines such as Critique, Correct, and Clarify which provide students the opportunity to analyze and reflect on written or verbal arguments. For example, in Unit 2, Lesson 1, students observe a sequence of numbers in the wrong order and discuss together how to correct the mistake (LSSM 1.NBT.A.1). They then describe their mathematical thinking with others. In Unit 3, Lesson 6, students compare two-digit numbers (LSSM 1.NBT.B.3). In the Explore and Develop section of the lesson, students work in pairs to determine if a set of two digit numbers (49, 51, 63, 84, 38) is less than or greater than 49 (LSSM 1.NBT.B.3). The pairs of students explain and critique each other's work with another pair of students. In the Unit 6 Overview, Math Practices and Processes section, teacher guidance states, "By learning to recognize flat shapes and solids by defining attributes such as number of sides and number vertices, students improve their ability to use shape definitions as they explain their reasoning to others," (LSSM 1.G.A.1, 1.G.A.2). During the unit, students solve problems involving sorting and building new shapes that have more than one way to solve which provides opportunities for students to explain why they use specific strategies to solve problems and critique the reasoning of others. Teacher guidance

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			suggests that students practice critiquing each other while working on tasks, such as exploring if a closed shape could have three sides and vertices. In Unit 6, Lesson 2, students critique the work of other students as they select a number card (0, 3, 4, 6) and draw a shape with that number of vertices (LSSM 1.G.A.1). The partner checks to make sure that the shape matches the number of vertices specified by the number card. In Unit 4, Lesson 6, Activity Based Exploration, students discuss tools they can use to add (LSSM 1.OA.C.6). In the Guided Exploration, students describe the strategies they used for each tool. In Unit 13, Lesson 5, Explore and Develop, students construct viable arguments as they justify their thinking about equal shares in given shapes using the prompt: "Which shape has larger equal shares? Circle the shape. Explain your thinking." (LSSM 1.G.A.3).
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. The materials use and encourage the use of accurate mathematical terminology when talking about skills, concepts, solutions, and solution processes. The Unit Overview includes a Language of Math section that lists and defines all of the vocabulary that students will use in the unit and notes which lesson the terms are used and whether the terms are new. This section promotes the development of vocabulary

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			terms to support students in mathematical discourse. The Unit Overview also includes a Math Language Development section that promotes the use of mathematical language with a particular focus on one of four language skills, reading, writing, listening, and speaking. This section provides suggestions for helping students build proficiency with these skills in their mathematical discourse. Each unit describes the Math Language routines utilized in the lessons that help develop students' mathematical language, such as MLR1: Stronger and Clearer Each Time, MLR3: Critique, Correct, and Clarify, and MLR4: Information Gap. Each lesson includes at least one Language Objective to ensure students utilize mathematical language during discourse. Each Unit Review also includes a vocabulary review component that references specific lessons within the unit. For example, in Unit 4, Lesson 1, students relate counting to addition. Students discuss the definition of add, addend, and sum. Students discuss non-math-related ways that the word add can be used. The discussion supports understanding the definition of add in a mathematical context. In Unit 5, Lesson 1, the Language of Math section suggests adding the words difference, subtract, and total to the math word wall with students. The teacher discusses the meaning of the word difference. Students then practice

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			using the word difference by answering questions using the different contexts of the word to build students' vocabulary. In Unit 6, students use terms such as two- and three-dimensional shapes, apex, base, and defining attributes. The Math Language Development section focuses on Speaking. Teacher guidance suggests expanding "students' own choice of vocabulary by asking questions that include new terms." In Lesson 5, students describe three-dimensional shapes by the attributes they have. In Explore and Develop, students answer the question, "Are these all three-dimensional shapes? Tell me how you know." The sample student response states, "Yes, They all have three dimensions. Some have bases. Some have faces. Some have faces and edges. Students answer additional questions such as, "What defining attributes help you identify a three-dimensional shape?" and "Which attributes do not help you identify a three-dimensional shape." In Unit 13, Equal Shares, students use the following terms across the unit: equal shares, fourth/quarter, half/halves, and whole. In Lesson 2, students partition shapes into halves. Students answer the following question, "How do you describe 1 or 2 equal shares?" The sample student response states, "A shape with two equal shares shows halves. Each equal share if half of the whole."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Teacher guidance for the practice standards is included at the unit level, in the lesson opening, and within the lesson. Each Unit Overview contains a Math Practices and Processes section that identifies the primary focus practice standard for the unit. Although multiple practice standards are used across the unit, this section emphasizes one practice standard for greater clarity and development in the unit. This section also includes suggestions for helping students develop and utilize the practice standards over time. Each lesson identifies the content standards, along with the practice standards at the beginning of the lesson. Math Language Routines are included in every lesson. The Appendix includes the purpose for each Language Routine along with a description of the types of activities included with routine. For example, in Unit 12, Lesson 3, the lesson overview notes that students will reason abstractly and quantitatively (MP.2) and use appropriate tools strategically (MP.5) The materials used in the lesson include connecting cubes, counters, paper clips, and school supplies. During the lesson, students use different tools to measure objects and determine which tool makes the most sense to measure each object. During the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Activity-Based Exploration, the teacher asks questions that prompt students to problem solve such as, “How will you make sure your measurement is correct?” and “Why do we use units that are the same size?” In the Unit 10 Overview, the Math Practices and Processes note that MP.1 (Make sense of problems and persevere in solving them) is the primary focus practice standard developed and used in the unit. The guidance emphasizes that the focus should be on how the students solve the problem instead of simply finding the solution and suggests that students should develop and use plans to solve, including checking for the reasonableness of their solutions. In Unit 10, Lesson 3, the teacher prompts students to explain how they modeled a problem, whether they used an addition equation or a subtraction equation, and what tools were helpful in solving the problem. In Unit 13, teacher guidance in the Unit Overview states that, throughout the unit, students have opportunities to make and share ideas about whether shares are equal and to show halves or fourths, providing students the opportunity to agree or disagree with their peers (MP.3). Teacher guidance suggests encouraging students to “distinguish correct logic from reasoning that is flawed” and to use drawings and objects to help construct their arguments to build students’ reasoning and critiquing skills.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics.	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		
	Required **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.		
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.		
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.		
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.		
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		

FINAL EVALUATION

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade-level.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where

[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

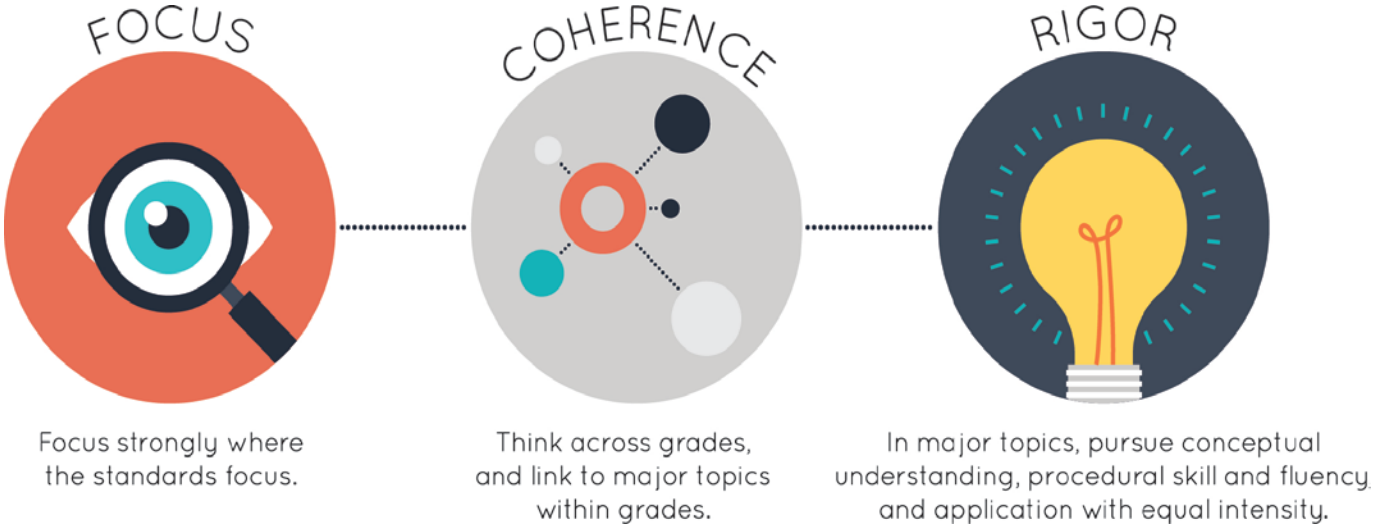
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials attend to the full meaning of each practice standard. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning grade-level mathematics that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports for more information.
	6. Quality of Assessments		See EdReports for more information.

[6] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7. Additional Indicators of Quality		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **Reveal Math**

Grade/Course: **2**

Publisher: **McGraw Hill**

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Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Focus on Major Work (Non-negotiable)	
2. Consistent, Coherent Content (Non-negotiable)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Quality of Assessments	
7. Indicators of Quality	

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/reveal-math-2023/grades-k-2.

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**[2] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 and 2 for the review to continue to **Non-negotiable** Criteria 3 and 4. Materials must meet all of the **Non-negotiable** Criteria 1-4 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criteria.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criteria.

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

[2] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 92 instructional lessons, 85% are spent on major work of the grade. Specifically, 71% of lessons are spent on major standards, 14% of lessons are spent on a combination of major standards and supporting/additional standards, 9% of lessons are spent on supporting or additional standards, and 6% are spent on foundational work from Grade 1.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. Unit 1 includes six lessons that address Grade 1 Louisiana Student Standards for Mathematics (LSSM); however, the lessons are used as foundational work to help students develop an understanding of problem solving, math practices, and the "norms of interaction that allow for a productive math learning environment." All other units, Units 2-12 address grade-level work. All lesson introductions identify the standards addressed within the lesson,

[3] For more on the major work of the grade, see Focus by Grade Level.
[4] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			including whether the standards are major, supporting, or additional. Exit Tickets, Performance Tasks, Unit Assessments, and Course Assessments are identified with the corresponding LSSM for Grade 2. For example, in Unit 3, Lesson 3 students skip count by 10s and 100s within 1,000 (LSSM 2.NBT.A.2). Students complete the following problem: "Felix has 6 sticker sheets with 10 big stickers on each sheet and 6 stickers with 100 smaller stickers on each sheet. How can you find how many big and small stickers Felix has?" Students use a number line to help them solve the problem. Students recognize that they are skip-counting by tens to solve how many big stickers on each sheet and skip-counting by hundreds to figure out how many small sheets. In Unit 4, Lesson 7 students explore adjusting numbers to solve subtraction equations with three-digit numbers (LSSM 2.NBT.B.7). In the lesson, students roll a number cube to create two three-digit numbers. Students write and solve a subtraction equation based on the numbers they created. Students discuss how they adjusted their numbers to find the difference. Next, students find how many pennies are left in the piggy bank if Camilla has 254 pennies and takes out 197 pennies. Students use the adjusting numbers strategy to solve the problem. Students adjust 254 to 251 by subtracting 3 and adjust 197 to 200 by adding 3.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Students then subtract 200 from 257 to get a difference of 57 (LSSM 2.NBT.B.7).
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Units 3, 8, and 11 address supporting work of the grade. The lessons within the units connect supporting work to major standards that were previously addressed so that major work is reinforced. For example, Unit 3 addresses supporting LSSM 2.OA.C.3 and 2.OA.C.4. In Lessons 1-3, students describe patterns when counting by 1s within 1,000, skip count by 5s within 1,000, and skip count by 10s and 100s within 1,000 (major LSSM 2.NBT.A.2). This major work is reinforced in Lessons 4-7 as students apply and extend their understanding from Lessons 1-3 to determine if a number of objects is odd or even, write an equation to express a sum of two equal addends, use skip counting to find the total number of objects in an array, and use arrays to find the sum of equal addends (LSSM 2.OA.C3, 2.OA.C.4). For example, in Lesson 6, Learn, students organize counters into arrays to represent the problems within the lesson and then skip count to find the total, such as 10 pennies arranged in two rows of five pennies. Then, in Lesson 7, students extend this understanding and write equations to describe arrays, such as 5 + 5 + 5+ 5 = 20 for finding the number of seats

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			in a movie theater with 5 rows of 4 seats. Unit 8, Lesson 4 connects supporting LSSM 2.MD.C.7 to major LSSM 2.NBT.A.2. In the lesson, students tell time on a digit clock (LSSM 2.MD.C.7). As students learn how to tell time on an analog clock, they skip count by 5s to help them count the minutes on the clock (LSSM 2.NBT.A.2). Unit 11, Lessons 2-3 connects supporting LSSM 2.MD.D.10 to major LSSM 2.OA.A.1 as students engage in data analysis using bar graphs. LSSM 2.OA.A.1 is first developed in Unit 3. In Unit 11, Lesson 2, students develop an understanding of bar graphs, and then, in Lesson 3, students use the bar graphs to solve problems. During Learn, students observe and analyze data in a bar graph and answer questions such as, "How many more ducks does he see than rabbits?" and "How many fewer votes for airplanes are there than cars?" Additionally, major LSSM 2.MD.A.1 is first developed in Unit 7 and then is reinforced in Unit 11, Lesson 4, as students collect measurement data by measuring the length of objects (supporting LSSM 2.MD.D.9), use an inch ruler to measure different size pencils (major LSSM 2.MD.A.1), and then record their lengths to organize the data in a tally chart.
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	more **domains in a grade/course**, in cases where these connections are natural and important.		are natural and important. For example, Unit 5, Lesson 9 connects the Operations and Algebraic Thinking (OA) and Number and Operations in Base Ten (NBT) domains. During the lesson, students solve the following word problem: "How can you find the number of jumps that Jane, Jamal and Jess made?" (LSSM 2.OA.A.1, 2.NBT.B.6)." Given the information that Jane jumped 37 times, Jamal jumped 35 times, and Jess jumped 18 times, students solve the problem using place value by breaking apart the tens and ones in each number. First, students find the number of jumps for Jane and Jamal by breaking apart the tens and ones in each number, adding the tens, adding the ones, and then putting the ones and tens back together. Students determine that Jane and Jamal's jumps equals 62 jumps. Students then add Jess's jumps, 18, to 62 by taking 2 away from 62 and adding 2 to 18, resulting in 360 + 20 = 80. Unit 6, Lesson 9 connects the Operations and Algebraic Thinking (OA) and Number and Operations in Base Ten (NBT) domains. During the lesson, students write and solve one-step subtraction word problems (LSSM 2.OA.A.1). Students use base-ten blocks to represent different subtraction problems (LSSM 2.NBT.B.5) then solve the following problem: "Tunish's basketball team scored 73 points in a game. They scored 48 points in the first half. How many points did they score in the second half?" Students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			choose a strategy to solve 73 - 48. Unit 12, Lesson 6 connects Geometry (G) and Operations and Algebraic Thinking (OA) domains. During the lesson, students explore partitioning rectangles into rows and columns of equal-sized squares to be able to answer the question "How can you find the number of squares that will fill the rectangle?" (LSSM 2.G.A.2). Students also find the total number of squares by adding up the number of squares in each column (LSSM 2.OA.C.4).
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**Required** **3a) *Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Students engage in several sense-making routines, such as Notice and Wonder that prompt students to think about the math concepts presented. Students answer questions, such as "How are they the same?" "How are they different?" "Which doesn't belong?" and "What questions could you ask?" Students develop conceptual understanding using a variety of manipulatives and visual models such as number bonds, base-ten blocks, counting cubes, counters, and numbers cards. Throughout each unit, the materials provide activities and discussion prompts to build conceptual understanding. At the end of the lessons that address conceptual understanding, students demonstrate an understanding of the concepts presented in the lesson through high-quality

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			conceptual problems and discussion questions. In Unit 5, Lesson 6 students work to understand the concept of using a number line to add and then explain to their partner how they used the number line to add (LSSM 2.MD.B.6). During the Activity-Based Exploration, students work independently and choose two number bars to represent addends of an addition expression. Students write the expression and then represent the addends with the number bars on a number line. Students then respond to the following questions: "How can you represent addition with the bars?" "What is the sum?" "How can you rearrange the bars to show the sum?" and "What would happen if there was a gap between the two bars?" In Unit 7, Lessons 5 and 9, students develop and demonstrate conceptual understanding by estimating length using units such as inches, feet, centimeters, and meters (LSSM 2.MD.A.3). In Lesson 5, students engage with the following problem: "Bryce wants to find the length of the bookcase. He does not have a measuring tool. How can Bryce find the length of the bookcase?" Students learn everyday objects can be used to help them estimate length like a paperclip representing an inch, a book representing a foot, and a baseball bat representing a yard. Students determine the book would be the best object to help them estimate a measurement for the bookcase. Later in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the lesson, students determine which common objects they could use to measure things in their classroom. In Lesson 9, students take a similar approach in understanding that everyday items can help them estimate length in metric units. In Units 9 and 10, students begin to develop conceptual understanding of mentally adding 10 and 100 to a three-digit in Unit 9 and subtracting 10 and 100 to a three-digit number in Unit 10 (LSSM 2.NBT.B.8). In Unit 9, Lesson 1, students use base-ten blocks, number lines, and number cubes to identify patterns when adding 10s and 100s to a three-digit number. In Unit 10, Lesson 1, students build on their understanding of place-value and subtraction patterns to subtract 10 or 100 from three-digit numbers. Students use a number line to find the difference of 508 - 10. With a partner, students discuss the following questions: "Why are there 9 tens in the difference?" "What do you notice about the ones digit when you subtract 10?" and "How does the hundreds digit change?" Students relate the patterns when subtracting 10 and 100 and understand the exceptions to both patterns.
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. The lessons provide sufficient support and opportunities to attain Grade 2 fluencies. Each unit contains an Effective Teaching

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.		Practices section that often identifies how to Build Procedural Fluency from Conceptual Understanding. Students have opportunities to develop procedural skills aligned with the LSSM through a variety of activities embedded within the materials. Number Routines provided at the beginning of each lesson support students in building number sense and operational fluency over time. For example, Let's Count builds proficiency with skip counting; Mystery Number builds mathematical reasoning and thinking; and Would You Rather? builds flexibility with number sense and mental math operations. Fluency Practice is built into every unit, including Fluency Strategy for the Unit, Fluency Flash, Fluency Check, and Fluency Talk. Each unit progresses with fluency practice providing the students the opportunity to apply procedural skills accurately, efficiently, and flexibly and to attain the required fluencies of the grade. By the end of Grade 2, students are expected to fluently add and subtract within 20 (LSSM 2.OA.B.2) and fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (SSM 2.NBT.B.5). The materials provide several opportunities for students to develop and practice the fluency standards. Fluency Practice activities progress across the units and

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			build students' proficiency in adding and subtracting within 20 and adding and subtracting within 100 using strategies. Across the materials, students build and practice the required fluencies as they engage in the following Fluency Practices: use doubles in Unit 3, make 10 to add in Unit 4, make ten to subtract in Unit 5, use near doubles in Units 6 and 7, use know facts Unit 8, add or subtract multiples of 10 in Unit 9, use 10 (within 100) in Unit 10, two-digit addition in Unit 11, and two-digit subtraction in Unit 12. The development of fluency, as well procedural skills is supported through the core instructional units, as well. For example, in Unit 5, Lesson 1, students build fluency by counting on and making a ten. In Lesson 2 students build fluency using doubles and near doubles. In the lesson, students learn they can use the double 6 + 6 = 12 to solve 6 + 7 and 6 + 8. The rest of the lesson provides students opportunities to become fluent through practice (LSSM 2.OA.B.2). Then, Lesson 3 students connect their understanding of representing numbers with base-ten block representations. For example, students represent the number 46 and the number 23 to solve 46 + 23. Students count the number of ones (3 ones + 6 ones = 9 ones) and the number of tens (4 tens + 2 tens = 6 tens) to determine that there are 6 tens and 9 ones (60 + 9 = 69) and that the sum is 69 (LSSM 2.NBT.B.5). In Unit 6,

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			Lesson 1, students practice counting on and counting back to solve subtraction problems within 20. Students solve 15 - 6 and 12 - 7 by counting on using a number line. Then they solve 14 - 8 and 16 - 7 by counting backward. In Lesson 2, students make a 10 and use addition to subtract. Students work to build fluency by subtracting 16 - 7 by decomposing the 7 into 6 and 1, then taking the 6 away from the 16 which leaves them with 10 - 1 = 9 (LSSM 2.OA.B.2). In Unit 7, the first two lessons work to build procedural skills and fluency as students measure objects and select the appropriate tool (LSSM 2.MD.A.1). Then, in Lesson 3, students develop their measurement and computation skills as they measure and compare two objects. Students measure an eraser and a crayon with an inch ruler. After measuring each item, students determine which object is longer and which is shorter based on their measurement. Students determine how much longer the crayon is than the eraser by using subtraction (LSSM 2.MD.A.4).
	Required **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. The progression of the units includes opportunities within the lessons to apply conceptual understanding and procedural skills within the context of real-world problems. Students answer questions in pairs, small groups, and whole groups where they justify and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	those places in the content standards where expectations for multi-step and real-world problems are explicit.		explain their reasoning when engaging with lessons and activities that incorporate the application standards. For example, in Unit 7, Lessons 10 and 11, students have opportunities to apply their understanding and fluency in word problems involving length (LSSM 2.MD.B.5). For example, in Lesson 10, students solve the following problem: "Bea has 45 yards of fabric. Now she has 18 yards of fabric left. Explain how you can find how much fabric Bea used." and "Karen's bedroom is 16 feet long. Tom's bedroom is 5 feet longer than Karen's bedroom. What is the length of both bedrooms combined?" In Lesson 11, students use a number line to solve problems involving length. During the Activity-Based Exploration, students engage with the following problem: "Maddie has a ribbon that is ? centimeters long. Trudy has a ribbon that is ? centimeters long. How much longer is Maddie's ribbon than Trudy's ribbon? Students choose a number between 15-20 for Maddie and choose a number between 10-15, and then solve the problem. Students then explain their thinking as they answer questions such as, "What equation did you write?" "What are some strategies to subtract?" In Unit 11, Lesson 2 students apply their understanding of data representations to create and interpret bar graphs with real-world data. Students use a tally chart to create a bar

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			graph about their favorite museum exhibit. Students use connecting cubes to represent the data in the tally chart. Students use 5 connecting cubes to represent plants, 4 cubes to represent animals, 3 cubes to represent Earth, and 6 cubes to represent oceans. Students understand that each connecting cube represents one tally mark in the tally chart. Students create a bar graph based on the tally chart. Using the bar graph they created, students can answer the following questions: "Which exhibit do the fewest friends choose?" and "Which exhibit do the most friends choose?" (LSSM 2.MD.D.10).
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. The materials reflect the balance of rigor in the standards. Each unit specifies how each component of rigor is addressed within the unit, and specifies whether a rigor component is not the target of the unit. In each lesson, the Practice and Reflect section of the lesson identifies the component of rigor that each of the activities address. All lessons begin with a fluency activity through a Number Routine. Workstation activities provide the opportunity for students to practice fluency skills in the Game Stations and apply their understanding in real-world problems in the Application Station at the end of each lesson. Each unit

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			contains Fluency Practice with a Fluency Progression chart aligned to the Grade 2 fluency standards. For example, Unit 2, Lessons 3, integrates conceptual understanding and procedural skills and fluency as students read and write numbers up to 1.000 (LSSM 2.NBT.A.3). During the lesson, students extend their understanding of three-digit numbers as they read and write numbers using different representations including standard form, expanded form, and word form while using base-ten blocks, number bonds, and equations. In Unit 4, Lesson 10, students solve two-step word problems using addition and subtraction (LSSM 2.OA.A.1). For example, students solve "Paul has 15 balloons. He gets 4 more balloons. He gives 9 to his sister. How many balloons does Paul have now?" Students apply their understanding of representing two-step addition and subtraction situations to find how many balloons Paul has now. In Unit 7, Lesson 6, focuses on procedural skills and fluency. During the lesson, students measure the length of objects in centimeters and meters (LSSM 2.MD.A.1). Students use centimeter sticks and meter sticks to measure a crayon and a tablet. Students find the length of their desk in centimeters. Students build their measuring skills as they measure length directly with a ruler or meter stick.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade level content and is meaningfully present throughout the materials. The materials support students' habits of mind based on mathematical practices while also supporting students in building conceptual understanding, developing fluency, and applying their understanding. In the Interactive Student Edition, Talk About It! questions encourage critical thinking and mathematical discourse among students to help them develop the habits of mind described in the practice standards. In Unit 2, Lesson 5 students use words and symbols to compare 3-digit numbers (LSSM 2.NBT.A.4). In the lesson, students reason abstractly and quantitatively when deciding which symbol (>, <, or =) to use to compare the numbers 549 and 594 (MP.2). Students attend to precision when using clear and precise language to discuss with their partner why 549 is less than 594 or why 594 is greater than 549 (MP.6). Unit 6, Lesson 1 incorporates MP.2 (Reason abstractly and quantitatively) and MP.4 (Model with mathematics) as students develop and use strategies to solve subtraction problems to 10. Students use a number line to solve and share their strategies with partners to help their partner understand their way of thinking (LSSM 2.OA.B.2). For example, in Unit 6, Lesson 8, students use related

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			addition equations to solve two-digit subtraction equations (LSSM 2.NBT.B.5). In pairs, students discuss how the parts and the whole in a subtraction equation relate to the parts and whole of an addition equation. For example, students find an addition equation that can be used to find the difference of 85 - 52. Students reason abstractly and quantitatively when they find the addition sentence that relates to the subtraction problem (MP.2). Students look for and make sense of structure when they use a strategy to solve the subtraction problem to find the difference (MP.7). In Unit 10, students develop and apply strategies to subtract within 100 (LSSM 2.NBT.7). Throughout the unit, students look for and express regularity in repeated reasoning (MP.8). For example, in Lesson 1, students discuss patterns that they notice when subtracting 10 or 100 in the Learn section.
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning grade-level mathematics that is detailed in the content standards. The materials contain error analyses and opportunities to critique the work and arguments of others. Lessons contain routines where students engage in mathematical reasoning by making viable arguments and justifications. Lessons incorporate Math Language Routines such as Critique, Correct, and Clarify which

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			provide students the opportunity to analyze and reflect on written or verbal arguments. In Unit 4, Lesson 4 students represent and solve Put Together problems with an unknown addend by representing it with a part-part-whole mat and equations (LSSM 2.OA.A.1). Students engage with the following problem: "Laura read 30 pages in her book yesterday. She read 20 pages before dinner and the rest of the pages after dinner. How many pages did Laura read after dinner?" Students discuss the part-part-whole model and how the words in the word problem helped them to decide which operation to use to solve. Students also explain why both addition and subtraction can be used to represent the problem. In Unit 9, Lesson 7, students explain the strategies they use to add three-digit numbers (LSSM 2.NBT.B.9). Students begin the lesson by engaging in a Notice and Wonder that includes three different strategies for solving 217 + 399. During Learn, students observe and analyze three different ways to add 423 and 398. Students determine which strategy they would use to find the sum and then provide reasoning that supports why they think a given strategy is best for the numbers in the problem. The structure of the lesson continues in this way as students engage in the Activity-Based Exploration. Students find the sum of two three-digit numbers and answer questions

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			such as, “How did you decide which addend to decompose?” “How did you decide which addend to adjust first?” and “Which strategy do you think is best for the numbers in your equation?” In Unit 10, Lesson 6, students regroup tens and hundreds to subtract three-digit numbers (LSSM 2.NBT.7). During Explore and Develop, students solve the following problem: “There are 365 days in a year. Beach goes to school for 172 days. How many days does Beck not go to school?” Students represent the problem using base-ten blocks or base-ten shorthand, share their responses. Students explain “how using base-ten blocks or base-ten shorthand is different if you need to regroup both a hundred and a ten.
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. The materials use and encourage the use of accurate mathematical terminology when talking about skills, concepts, solutions, and solution processes. The Unit Overview includes a Language of Math section that lists and defines all of the vocabulary that students will use in the unit and notes which lesson the terms are used and whether the terms are new. This section promotes the development of vocabulary terms to support students in mathematical discourse. The Unit Overview also includes a Math Language Development section that promotes the use of mathematical language with a

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			particular focus on one of four language skills, reading, writing, listening, and speaking. This section provides suggestions for helping students build proficiency with these skills in their mathematical discourse. Each unit describes the Math Language routines utilized in the lessons that help develop students' mathematical language, such as MLR1: Stronger and Clearer Each Time, MLR3: Critique, Correct, and Clarify, and MLR4: Information Gap. Each lesson includes at least one Language Objective to ensure students utilize mathematical language during discourse. Each Unit Review also includes a vocabulary review component that references specific lessons within the unit. For example, In Unit 4, Lesson 1, students represent and solve Add To problems. During the Activity-Based Exploration, students represent a problem using the part-part-whole mat and then as an equation. Students then answer questions such as, “How does your answer relate to the word problem?” and “Why does it matter where you place the numbers in a part-part-whole mat?” In Unit 10, Lesson 5 students represent and solve three-digit subtraction equations that require regrouping a ten. The vocabulary term for this lesson is regroup. During the lesson, students subtract 549 - 128 to find how many letters the mail carrier still needs to deliver. Students solve the problem and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the teacher prompts students with questions such as “How can you represent regrouping?” “How is regrouping to subtract similar to regrouping to add?” Students use the term regroup in their response to accurately answer the questions. There is also a Language of Math section in the lesson that encourages students to write a description of what it means to regroup. In Unit 12, Lesson 1, students recognize two-dimensional shapes based on their defining attributes. The vocabulary for this lesson includes the following words: angle, attribute, pentagon, polygon, and quadrilateral. Students observe a set of polygons and engage in a Notice and Wonder activity about the polygons. As the students share their thinking, the teacher prompts students to notice the similarities, differences, the edges, and the vertices. In the Activity-Based Exploration, students cut out and group the polygons based on their attributes. The teacher uses the vocabulary words polygon, angle, and attribute to help students contextualize the terms. The teacher asks what they notice about the sides, angles, and vertices, and students recognize that they can use those attributes to identify polygons.
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students’ mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students’ mathematical development.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Teacher guidance for the practice standards is included at the unit level, in the lesson opening, and within the lesson. Each Unit Overview contains a Math Practices and Processes section that identifies the primary focus practice standard for the unit. Although multiple practice standards are used across the unit, this section emphasizes one practice standard for greater clarity and development in the unit. This section also includes suggestions for helping students develop and utilize the practice standards over time. Each lesson identifies the content standards, along with the practice standards at the beginning of the lesson. Math Language Routines are included in every lesson. The Appendix includes the purpose for each Language Routine along with a description of the types of activities included with routine. For example, in Unit 3, Patterns with Numbers, the Math Practices and Processes section notes that MP.7 (Look for and make use of structure) is the primary focus practice standard developed and used in the unit. Guidance suggests that teachers "encourage students to identify, share, and discuss all patterns they see when counting," "provide students with opportunities to use these patterns to find unknown numbers within a skip counting sequence," and encourage students to "discuss how they can use patterns they identified to add numbers." In Unit 8,

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			Measurement: Money and Time, Lesson 4, students tell time on a digital clock and skip count to tell time on an analog clock. The lesson overview lists the mathematical practices for this lesson which include MP.1 (Make sense of problems and persevere in solving them) and MP.7 (Look for and make use of structure). In Unit 9, Strategies to Add Three-Digit Numbers, the Math Practices and Processes section notes that MP.5 (Use appropriate Tools strategically) is the primary focus practice standard of the unit. Guidance is provided for teachers to help students build proficiency with these tools, such as have students use "base-ten blocks to decompose addends and add partials sums," "bar diagrams to represent one- and two-step word problems," and "open number lines to solve addition expressions by making jumps until the sum is reached."
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		

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☐ Yes ☐ No	**Required** **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics. ☐ Yes ☐ No	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		
	Required **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.		
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.		
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.		
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.		
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.		
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	appropriately address unfinished learning using prerequisite work.		
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade-level.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated

[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials attend to the full meaning of each practice standard. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning grade-level mathematics that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports for more information.
	6. Quality of Assessments		See EdReports for more information.
	7. Additional Indicators of Quality		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

[6] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The 2021-2022 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. This review represents the work of current classroom teachers with experience in grades K-5.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.