Vendor: Accelerate Learning

Title: STEMscopes Math

You may watch the Textbook Commission appeals hearing here: https://www.youtube.com/watch?v=lwoUx2W5bgY. Accelerate Learning begins at 16:16.

Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
K	85%	• There is a Foundation Builder Section that connects to Pre-K skills. • There are at least 3 Explore lessons in each unit. Most lessons have the C-R-A model and explicit support for teachers. • The program is divided into multiple facets for practice: Engage- Accessing prior knowledge, foundation builder, and Hook; Explore- Students practice grade level expectations in engage-E In the Fact Fluency Section included are: Mini Lessons, Stations for small group, games, and assessments are included for topic- Lesson and practice are aligned to grade level standards. Another example in the Represents Numbers to 10 students are given opportunities to work with 5 and 10 frames in what the materials labeled Explores.	83%	• Picture vocabulary is included in each unit except fluency. In fluency, there is a list of strategy names. There is not a definition or example. • Math Practices are listed at the beginning of the lessons except for the fluency lessons • Student journal pages are provided in all units. Math Chats in each unit except fluency. Questions are labeled with the DOK (Depth of Knowledge) • Multiple opportunities for students to engage in discourse and write in a math journal. Example of Math Chats are broken into DOK levels. DOK-2 How are the number 11-19 similar? DOK-1 All the numbers have "1" as their first number. What does the "1" represent? DOK-3 How did the double ten frames help you with making and counting sets of objects? In the Explain section students have the opportunity to write out their math thoughts "My Math Thoughts"	100%	• Teacher videos provide support for the lesson. • Lessons and materials are digital and can be printed. • Virtual manipulatives are included in the lessons. • Support materials are listed in several places: Content Support, Engage, Intervention, Supplemental Aids
1	79%	• There is a Foundation Builder in each unit to connect to previous grade level content. • There are at least 3 tasks in every unit and allow access because of the support of manipulatives/ hands on activities. • In Content Support for each lesson-there is a section for misconceptions and obstacles. There is also a section for possible	79%	• Math Practices are listed at the beginning of the lessons except for the fluency lessons. They are not listed within the lesson. • Multiple opportunities for students to engage in discourse and write in a math journal. Students have the opportunity to write out their mathematical thoughts located in "My Math Thoughts".	100%	• Teacher videos provide support for the lesson. Lessons and materials are digital and can be printed. Virtual manipulatives are included in the lessons. • Online with printable options. For example: Print Files are listed such as Student Journal, Student Journal (Spanish), Ten Frames, Exit Tickets, Exit Tickets (Spanish), Printable Math Chat, Printable Math Chat (Spanish), etc. • At the beginning of each unit, there is a Foundation Builder that is an early intervention support to fill gaps in understanding before diving into the new content.

		preconceptions along with suggested solutions. • Educative supports include- creating an environment for learning, building scientific and mathematical understanding, designing the learning experience, and developing leadership skills. • For each lesson in content support there is a full adult level explanation and application of standards and mathematical practices. Some lessons include an embedded video for material prep. In the Content Unwrapped section, the standards are broken down and examples are included for instruction and teacher clarification.				• Instructional Supports are listed and detailed in some lessons. There are Language Acquisition Strategies in each lesson. The Language Acquisition Strategies have support for Beginner, Intermediate, and Advanced.
2	81%	• The program includes as part of the lesson plan assessing for prior knowledge using the Pre-Assessment Benchmark; listed in Content Unwrapped the program includes a vertical alignment chart; Coming Attractions listed in Content Support- Spiraled Review is listed in Elaborate. • Most units have three or more tasks, but a few have only 2 tasks. • There are teacher videos in every lesson to support the teacher in implementing the lesson. Several videos make reference to concrete, representational, and abstract. They also show examples of how students would solve the problem. Language is modeled in these videos. • There are explicit intervention lessons and supplemental aids listed for facilitation and assessment.	83%	• Math Practices are listed at the beginning of the lessons except for the fluency lessons. They are not listed within the lesson. • The practice standards are listed in the teacher and student materials. There is a vocabulary list for each unit. Teachers could print the pages to hang in the classroom for additional support. • Multiple opportunities for students to engage in discourse and write in a math journal. Students have the opportunity to write out their mathematical thoughts located in "My Math Thoughts". Examples of Math Chats are broken into DOK levels.	100%	• Teacher videos provide support for the lesson. Lessons and materials are digital and can be printed. Virtual manipulatives are included in the lessons. • At the beginning of each unit, there is a Foundation Builder that is an early intervention support to fill gaps in understanding before diving into the new content. • Instructional Supports are listed and detailed in some lessons. There are Language Acquisition Strategies in each lesson. The Language Acquisition Strategies have support for Beginner, Intermediate, and Advanced. • Online with printable options. For example, Print Files are listed such as Student Journal, Student Journal (Spanish), Ten Frames, Exit Tickets, Exit Tickets (Spanish), Printable Math Chat, Printable Math Chat (Spanish), etc.

		There are also extension tasks included in the units.				
3	83%	• "Background Knowledge" (in the "Home" tab of each Scope, under "Content Support") describes a progression of skills in the previous grade levels. Also, "Foundation Builder" activities (in the "Engage" tab) provide "Accessing Prior Knowledge" activities that connect to previous grades. Not *explicitly* related to grade-level work? ("so that in third grade they can..."). • Every unit or scope has several tasks embedded into the curriculum. There are tasks for partners to solve in the Explore section. There are more problems in the small group intervention too. A strength of your program is the amount of real -world tasks throughout all aspects of your curriculum. • Misconceptions and Obstacles are listed in each Scope within the Home tab, then content support. Possible Pre-conceptions are addressed in the Engage- Foundation Builder section. • Every lesson in each scope includes a video that shows the teacher how to teach the lesson moving from concrete hands-on math manipulatives, then to representational pictures or drawings, and finally to the abstract equations. There is also a written explanation provided in the Explain section for each lesson. In addition, there are clear explanations written for Explain, Small Group Intervention, and Accelerate.	79%	• Every unit had at least 3 Math Practice Standards identified. But every Math Practice Standard was not used in Every Unit. • Math practice standards are clearly identified in the teacher material. I did not find any of the standards on the student printable materials, but there were math practice standards identified on Explore activities for the students. • Math vocabulary guidance can be found in the following sections: Dissecting the Standard; Terms to Know; Picture Vocabulary • The curriculum has "Decide and Defend" questions, and they have embedded "Explain your reasoning" type questions on various tasks or on the assessments. Many of the explore sections have a reflection part for students to reflect on the skill or process in written form. • Math Chat sections are incorporated into lessons.	100%	• Your curriculum offers many ways to meet the needs of all learners. You have concrete math manipulatives, then representational, then abstract. You also have small group intervention and acceleration ideas for all students. • There is a small group intervention section; material offered in Spanish; embedded instructional supports; language acquisition strategy (included things like sentence starters) • "Instructional Supports" (in the "Explore" tab, within each Explore activity) provides the teachers with lesson-specific, skill-specific strategies for struggling learners. "Language Acquisition Strategy" (also in the "Explore" tab, within each Explore activity) offers teachers support for a student's English language development. • Student handouts also available in Spanish. While lessons are not labeled as such in this curriculum resource, these supports are a consistent feature throughout the materials.

		• There is a spiral review section in every "scope" which connects students to a prior grade's standard or something students have previously learned in the current grade.				
4	79%	• "Background Knowledge" (in the "Home" tab of each Scope, under "Content Support") describes a progression of skills in the previous grade levels. Also, "Foundation Builder" activities (in the "Engage" tab) provide "Accessing Prior Knowledge" activities that connect to previous grades. Not *explicitly* related to grade-level work ("so that in third grade they can..."). • Every unit or scope has several tasks embedded into the curriculum. There are tasks for partners to solve in the Explore section. There are more problems in the small group intervention too. A strength of this program is the amount of real-world task throughout all aspects of the curriculum (Explore, Explain, Small Group Intervention and Accelerate). • "Misconceptions and Obstacles" (in the "Home" tab of each Scope, under "Content Support") lists potential areas of difficulty with descriptions/examples, but no guidance yet provided on how to instructionally address the identified misconceptions. • "Possible Preconceptions" (in the "Engage" tab, under "Foundation Builder") describes the possible problematic misconceptions and also	79%	• "Applying Mathematical Practices" (in the "Home" tab of each Scope, under "Content Support"), the "Standards" tab, and the beginning of each "Explore" activity highlight only a selection of math practices in each scope (or unit), never crediting all eight math practices in any one scope. However, all eight math practices are highlighted throughout the materials. Overall, MP2, MP4, MP5, and MP6 receive the most credit, while MP3 and MP8 receive the least. • Important vocabulary is identified and listed in the Home, Content Support, Current Scope- Terms to Know section. • Student discourse about math is consistently encouraged and supported in this resource. • Additionally, the Student Journal pages that accompany the "Explore" activities consistently provide opportunities for written reflections on the new skill being explored.	100%	• There is a small group intervention section; material offered in Spanish; embedded instructional supports; language acquisition strategy (included things like sentence starters) In some units, there are special notes that offer additional support for EL students. • Your curriculum offers many ways to meet the needs of all learners. You have concrete math manipulatives, then representational, then abstract. You also have small group intervention and acceleration ideas for all students.

		offers "suggested solutions" for each. • Every lesson in each scope includes a video that shows the teacher how to teach the lesson moving from concrete hands-on math manipulatives, then to representational pictures or drawings, and finally to the abstract equations. There is also a written explanation provided in the Explain section for each lesson. In addition, there are clear explanations written for Explain, Small Group Intervention, and Accelerate.				
5	79%	• "Background Knowledge" (in the "Home" tab of each Scope, under "Content Support") describes a progression of skills in the previous grade levels. Also, "Foundation Builder" activities (in the "Engage" tab) provide "Accessing Prior Knowledge" activities that connect to previous grades. Not *explicitly* related to grade-level work ("so that in third grade they can..."). • Every unit or scope has several tasks embedded into the curriculum. There are tasks for partners to solve in the Explore section. There are more problems in the small group intervention too. A strength of this program is the amount of real-world task throughout all aspects of the curriculum (Explore, Explain, Small Group Intervention and Accelerate). • "Misconceptions and Obstacles" (in the "Home" tab of each Scope, under "Content Support") lists potential areas of difficulty	79%	• The math practices were identified for teachers. However, they were not labeled in student work. Academic vocabulary is featured and important in these materials. The vocabulary aligns with the standards but is not limited to the standards. • Student discourse about math is consistently encouraged and supported in this resource. Additionally, the Student Journal pages that accompany the "Explore" activities consistently provide opportunities for written reflections on the new skill being explored.	100%	• Your curriculum offers many ways to meet the needs of all learners. You have concrete math manipulatives, then representational, then abstract. You also have small group intervention and acceleration ideas for all students. • There is a small group intervention section; material offered in Spanish; embedded instructional supports; language acquisition strategy (included things like sentence starters); Supplemental Aids for each lesson. "Instructional Supports" (in the "Explore" tab, within each Explore activity) provides the teachers with lesson-specific, skill-specific strategies for struggling learners. "Language Acquisition Strategy" (also in the "Explore" tab, within each Explore activity) offers teachers support for a student's English language development. Student handouts also available in Spanish. While lessons are not labeled as such in this curriculum resource, these supports are a consistent feature throughout the materials.

		with descriptions/examples, but no guidance yet provided on how to instructionally address the identified misconceptions. • "Possible Preconceptions" (in the "Engage" tab, under "Foundation Builder") describes the possible problematic misconceptions and also offers "suggested solutions" for each. • Very few scopes cover multiple domains within a unit. Spiral Review is offered in every unit and there is an accessing prior knowledge activity in each scope.				
6	83%	• Under the Home tab, Content Unwrapped and Content Support inform teachers; For students the Engage tabs have "Accessing Prior Knowledge" and "Foundation Builder" components in each scope (unit); these are from multiple grade levels; prior and current standards are explicitly connected in the home tab under Content Unwrapped. • The explore, explain, and evaluate tabs provide a minimum of 3 tasks in each unit, however the tasks do not always allow for multiple entry points or solution strategies. • The Content Support in each scope lists obstacles and misconceptions, the Scope Overview is laid out like a flowchart - if students do not grasp the Accessing Prior Knowledge task, then teachers move to the Foundational Skill. The content support provides a video overview	79%	• All 8 mathematics practices are not in every scope (unit). The number of practices varies in each scope. • Math practice standards are clearly indicated in the teacher materials (content support) but are not identified in the student materials. • Mathematical vocabulary is presented in both teacher and student materials. This includes both verbal and pictorial definitions are included along with interactive vocabulary graphic organizers and flashcards. • Daily Numeracy, Explore includes Math Chat, group work/discussions, Explain - Show What You Know individual written responses. • Each Explore guides the teacher with questions as a discussion facilitator allowing students the opportunity to articulate mathematical ideas and thinking. Under the Explain tab, students "Show what they Know" which includes multiple opportunities to write about the math they are learning. In addition, the Evaluate tab reveals a "Modeling Task" for each unit in which students write to justify their thinking and followed by discussion with peers.	83%	• All lesson materials are available digitally and can be printed. • Limited support for ELL and Inclusion students. • Font size is adjustable for digital content; read aloud option for lessons; English/Spanish visual glossary; under Engage tab, Foundation Builder then Possible Preconceptions lists double meaning words that could be confusing to an English Language Learner; at the end of each Explore there are Language Acquisition Strategies; Acceleration tab offers extensions for high achieving/gifted learners. Modifications and accommodations for independent work (Show what you know) and assessments (Evaluate) are not explicitly indicated.

		of the unit along with the standards unwrapped. • The Explores offer multiple representations aligned with the Instructional Focus Documents. A spiral review is present in each Scope (unit) under the Elaborate tab				
7	83%	• Each scope (chapter) has a Content Support which includes vertical alignment. • Under the Home tab, Content Unwrapped and Content Support inform teachers; For students the Engage tabs have "Accessing Prior Knowledge" and "Foundation Builder" components in each scope (unit); these are from multiple grade levels; prior and current standards are explicitly connected in the home tab under Content Unwrapped. • The explore, explain, and evaluate tabs provide a minimum of 3 tasks in each unit, however the tasks do not always allow for multiple entry points or solution strategies. • All scopes (units) are hands on. Students must collaborate to solve the problems. • Content Unwrapped and Content Support goes over background knowledge, current scope understanding, applying MP, vocabulary with examples, and Coming Attraction. • There are multiple problem sets throughout the unit; there is a mix of collaborative and individual work covering the standards on grade level; full standard not always covered.	79%	• All 8 mathematics practices are not in every scope (unit). The number of practices varies in each scope. • Math practice standards are clearly indicated in the teacher materials (content support) but are not identified in the student materials. • Mathematical vocabulary is presented in both teacher and student materials. This includes both verbal and pictorial definitions are included along with interactive vocabulary graphic organizers and flashcards. • Daily Numeracy, Explore includes Math Chat, group work/discussions, Explain - Show What You Know individual written responses. • Each Explore guides the teacher with questions as a discussion facilitator allowing students the opportunity to articulate mathematical ideas and thinking. • Under the Explain tab, students "Show what they Know" which includes multiple opportunities to write about the math they are learning. In addition, the Evaluate tab reveals a "Modeling Task" for each unit in which students write to justify their thinking and followed by discussion with peers.	83%	• All lesson materials are available digitally and can be printed. • Limited support for ELL and Inclusion students. • Font size is adjustable for digital content; read aloud option for lessons; English/Spanish visual glossary; under Engage tab, Foundation Builder then Possible Preconceptions lists double meaning words that could be confusing to an English Language Learner; at the end of each Explore there are Language Acquisition Strategies; Acceleration tab offers extensions for high achieving/gifted learners. • Modifications and accommodations for independent work (Show what you know) and assessments (Evaluate) are not explicitly indicated.

		• The Explores offer multiple representations aligned with the Instructional Focus Documents. Spiral review is provided in every scope along with foundational skills review. • Built with CRA philosophy, students represent concepts with # line, integer chips, Algebra tiles, etc.				
8	83%	• Each scope (chapter) has a Content Support which includes vertical alignment. • Under the Home tab, Content Unwrapped and Content Support inform teachers; For students the Engage tabs have "Accessing Prior Knowledge" and "Foundation Builder" components in each scope (unit); these are from multiple grade levels; prior and current standards are explicitly connected in the home tab under Content Unwrapped. • The explore, explain, and evaluate tabs provide a minimum of 3 tasks in each unit, however the tasks do not always allow for multiple entry points or solution strategies. • All scopes (units) are hands on. Students must collaborate to solve the problems. • Content Unwrapped and Content Support goes over background knowledge, current scope understanding, applying MP, vocabulary with examples, and Coming Attraction. • There are multiple problem sets throughout the unit; there is a mix of collaborative and individual work covering the	88%	• All 8 mathematic practices are not in every scope(unit). The number of practices varies in each scope. • Math practice standards are clearly indicated in the teacher materials (content support) but are not identified in the student materials. • Mathematical vocabulary is presented in both teacher and student materials. This includes both verbal and pictorial definitions are included along with interactive vocabulary graphic organizers and flashcards. • Daily Numeracy, Explore includes Math Chat, group work/discussions, Explain - Show What You Know individual written responses. • Each Explore guides the teacher with questions as a discussion facilitator allowing students the opportunity to articulate mathematical ideas and thinking. Under the Explain tab, students "Show what they Know" which includes multiple opportunities to write about the math they are learning. In addition, the Evaluate tab reveals a "Modeling Task" for each unit in which students write to justify their thinking and followed by discussion with peers.	83%	• All lesson materials are available digitally and can be printed. • Limited support for ELL and Inclusion students. • Font size is adjustable for digital content; read aloud option for lessons; English/Spanish visual glossary; under Engage tab, Foundation Builder then Possible Preconceptions lists double meaning words that could be confusing to an English Language Learner; at the end of each Explore there are Language Acquisition Strategies; Acceleration tab offers extensions for high achieving/gifted learners. Modifications and accommodations for independent work (Show what you know) and assessments (Evaluate) are not explicitly indicated.

		standards on grade level; full standard not always covered. • The Explores offer multiple representations aligned with the Instructional Focus Documents. Spiral review is provided in every scope along with foundational skills review. • Built with CRA philosophy, students represent concepts with # line, integer chips, Algebra tiles, etc.				
Algebra 1	91%	• Each scope has materials called "Accessing Prior Knowledge" that helps students connect to content learned in prior grades. • Tasks are what drives the units and lessons. • Students are provided with opportunities to work problems that cover a breadth of standards and are on-grade level. • In "Content Unwrapped" sections, student misconceptions are given, along with ways to address misconceptions. • Misconceptions and Obstacles are also listed in the "Content Support" sections. • Each part of the scope has teacher directions and strategies that help reach the full breadth of the standards. • Multiple representations are a focus of this particular textbook. Each scope incorporates multiple representations when appropriate. • There is a spiral review in the elaborate section of each scope.	83%	• Each scope embeds the math practice standards. • Math practice standards are clearly listed in the teacher materials but are not listed in student materials. • Correct and aligned vocabulary is used throughout the materials to help students attend to precision in the ways that they discuss mathematics. • Students are asked to discuss with one another constantly in these materials.	75%	• All lessons are offered in a digital and printable format. • Some supports are given, but not specifically for students with disabilities or English language learners. • Intervention and acceleration materials are provided for each lesson. There is no mention of ELL or SWD supports.