Vendor: Open Up Resources

Title: Our K-5 Math TN

You may watch the Textbook Commission appeals hearing here: <u>https://www.youtube.com/watch?v=lwoUx2W5bgY</u>. Open Up Resources begins at 2:29:43.

Grade Level/	Instructional	Reviewer Comments	Mathematical	Reviewer Comments	Accessibility	Reviewer Comments
Course	Focus	(Instructional Focus)	Practices	(Mathematical Practices)	Features	(Accessibility Features)
K	76%	 Each unit begins with an overview that includes what students learned before this module. In the overview, it is clear how new learning is dependent on prior learning. Each lesson begins with a warmup that connects prior learning to new learning. In each lesson, there are notes for differentiation support. Each lesson does not identify common misconceptions or how to instructionally address the misconceptions are occasionally listed, but they are not clearly marked in a way that is distinct from other teacher notes. Materials provide educative support at the beginning of every lesson through teacher goals, student goals, and the lesson narrative. This ensures that the standards are taught accurately and to the appropriate level of rigor by any teacher. There are several tasks within each lesson and the tasks allow for multiple entry points. Several of the tasks allow for several solution paths. Manipulatives are used in the lessons to support conceptual understanding. Students are asked to draw or use a model and write equations. 	71%	 The materials embed the 8 math practice standards throughout the year, but not all SMP are present in every unit. The teacher materials clearly stated which SMP students would be using in each lesson. It can be found in the course guide. The student materials do not make mention of the SMP. The materials support students in discussing and articulating mathematical ideas. Within each lesson, students can justify their thinking verbally and in writing. In independent practice, students may justify their thinking through mathematical drawings and models. There are several opportunities for students to discuss math ideas. There is a language routine built into each lesson which encourages discourse. 	83%	 In every lesson, the materials include recommended supports, accommodations, and modifications for Students with Disabilities and English Language Learners that will support their regular and active participation in accessing on grade-level material. This is either through Language Support or Differentiation in each activity. The support is written in the lesson for students with disabilities. The Mathematical Language Routines are in each lesson with the intent of developing language with the ESL learner.
1	78%	 Each unit begins with an overview that includes what students learned before this module. In the overview, it is clear how new learning is dependent on prior learning. Each lesson begins with 	71%	 The materials embed the 8 math practice standards throughout the year, but not all SMP are present in every unit. The teacher materials clearly stated which SMP students would be using 	83%	 In every lesson, the materials include recommended supports, accommodations, and modifications for Students with Disabilities and English Language Learners that will support their regular and active participation in accessing on grade-level material. This is either

		a warmup that connects prior	in each losson. It can be found in the through Language Support or Differentiation in
		learning to new learning	course guide. The student materials each activity
		 In each lesson, there are notes 	do not make mention of the SMP
		• In each lesson, there are notes	The material support students in
		Fach lossen dess net identify	The materials support students in Students with disabilities, the Walternation Students with disabilities, and explores public the
		Each lesson does not identify	usussing and a riculating Language Kouries are in each resson with the
		common misconceptions or now	Internation developing language with the ESL
		to instructionally address the	tesson, students can justify their learner.
		misconception. In the lesson	trinking verbaily and in writing. In
		narrative, common	independent practice, students may
		misconceptions are occasionally	Justify their thinking through
		listed, but they are not clearly	mathematical drawings and models.
		marked in a way that is distinct	There are several opportunities for
		from other teacher notes.	students to discuss math ideas.
		 Materials provide educative 	There is a language routine built into
		support at the beginning of every	each lesson which encourages
		lesson through teacher goals,	discourse.
		student goals, and the lesson	
		narrative. This ensures that the	
		standards are taught accurately	
		and to the appropriate level of	
		rigor by any teacher.	
		 There are several tasks within 	
		each lesson and the tasks allow	
		for multiple entry points. Several	
		of the tasks allow for several	
		solution paths.	
		Manipulatives are used in the	
		lessons to support conceptual	
		understanding. Students are	
		asked to draw or use a model and	
		write equations.	
2	76%	Each unit begins with an overview 71%	The materials embed the 8 math 83% In every lesson, the materials include
-	7070	that includes what students	near the standards throughout the
		learned before this module. In	year but not all SMP are present in modifications for Students with Disabilities and
		the overview, it is clear how new	every unit English language Learners that will support
		learning is dependent on prior	The teacher materials clearly stated their regular and active participation in
		learning Each lesson begins with	The teacher materials clearly stated the regulation and active participation in the participation of the
		a warmun that connects prior	in each language Support or Differentiation in
		learning to new learning	course guide. The student materials
		In each lesson, there are notes	do not make mention of the SMP The support is written in the lesson for
		for differentiation support	The materials support students in The materials support students with disabilities. The Mathematical
		Each losson doos not identify	The materials support students in students with disabilities. The Mathematical students with the students with the students are in each lasters with the students are in each lasters.
		Each lesson does not identify	discussing and anticulating Language Koutines are in each resson with the
		to instructionally address the	Internation developing language with the ESL
		to instructionally address the	thinking vorbally and in writing In
		narrativo, common	uninking verbally and in whiting. In
			independent practice, students may
		listed, but they are not closely	justing them uninking through
		insted, but they are not clearly	mathematical drawings and models.
		from other teacher notes	Inere are several opportunities for
		nom other teacher notes.	students to discuss math ideas.
		Materials provide educative	i nere is a language routine built into
		support at the beginning of every	each lesson which encourages
		lesson through teacher goals,	discourse.

		 student goals, and the lesson narrative. This ensures that the standards are taught accurately and to the appropriate level of rigor by any teacher. There are several tasks within each lesson and the tasks allow for multiple entry points. Several of the tasks allow for several solution paths. Manipulatives are used in the lessons to support conceptual understanding. Students are asked to draw or use a model and write equations. 				
3	89%	 Lessons throughout the series identify connections from prior grades in the standards section of the Teacher Guide. These are labeled as "Building On" standards. Student tasks are embedded throughout the lessons and labeled as "Student Task Statements". These vary in degree of difficulty, but many require students to work and communicate with math situations to solve problems. Additionally, math tasks are included in the assessments. This is addressed within each lesson in the Teacher's Guide in the section labeled "Advancing Student Thinking". These appear multiple times in each lesson, accompanying each activity. The section identifies common misconceptions and offers questions to guide students to correct thinking. In the Course Guide, teachers are provided a narrative explaining what each section of the unit is about, background needed for teacher, what standard this lesson addresses, what standards it is building on from, and what standard it is building towards. Suggestions are also given as to which activities the teachers should consider discussing at PLCs. An additional narrative is 	75%	 Every lesson includes a Launch activity that requires students to discuss mathematical ideas, as well as a lesson reflection portion where students write about the math. Math Practice Standards are embedded in every unit. This information can be found in the Course Guide. Every lesson includes a Launch activity that requires students to discuss mathematical ideas, as well as a lesson reflection portion where students write about the math. There are Number Talks throughout the series. Most of the activities given ask students to "Be prepared to explain your reasoning," or "Show your thinking". There are also student journal prompts and lesson reflections. 	75%	 All lessons provide teacher direction on "Support for Students with Disabilities" within one of the Activities. These vary according to the specific activity but address different special learning needs. Also provided are suggestions of Math Language Routines to meet the needs of students who are English Language Learners or have language processing challenges.

		provided in the Teacher Guide to				
		explain background and				
		reasoning for each activity within				
		the lesson, as well as at the				
		beginning of each lesson.				
		Review is included in the warmup				
		section of each lesson, but it only				
		reviews recent skills. and often				
		only those related to the current				
		lesson. All the problems in the				
		warmup address the same skill.				
		not providing a true spiral review.				
4	85%	Lessons throughout the series	75%	Every lesson includes a Launch	75%	All lessons provide teacher direction on
		identify connections from prior		activity that requires students to		"Support for Students with Disabilities" within
		grades in the standards section of		discuss mathematical ideas as well		one of the Activities. These vary according to
		the Teacher Guide These are		as a lesson reflection portion where		the specific activity but address different
		labeled as "Building On"		students write about the math		special learning needs. Also provided are
		standards		Math Practice Standards are		suggestions of Math Language Boutines to
		 Student tasks are embedded 		embedded in eveny unit. This		meet the needs of students who are English
		Student tasks are embedded throughout the lossons and		information can be found in the		Language Learners or have language processing
		laboled as "Student Task		Course Guide		challongos
		Statements" These years in		Course Guide.		chanenges.
		degree of difficulty but many		Every lesson includes a Launch		
		degree of difficulty, but many		activity that requires students to		
		require students to work and		discuss mathematical ideas, as well		
		communicate with math		as a lesson reflection portion where		
		situations to solve problems.		students write about the math.		
		Additionally, math tasks are		Ihere are Number Talks throughout		
				the series. Most of the activities		
		Inis is addressed within each		given ask students to "Be prepared		
		lesson in the Teacher's Guide in		to explain your reasoning," or "Show		
		the section labeled "Advancing		your thinking". There are also		
		Student Thinking". These appear		student journal prompts and lesson		
		multiple times in each lesson,		reflections.		
		accompanying each activity. The				
		section identifies common				
		misconceptions and offers				
		questions to guide students to				
		correct thinking.				
		• In the Course Guide, teachers are				
		provided a narrative explaining				
		what each section of the unit is				
		about, background needed for				
		teacher, what standard this				
		lesson addresses, what standards				
		it is building on from, and what				
		standard it is building towards.				
		Suggestions are also given as to				
		which activities the teachers				
		should consider discussing at				
		PLCs. An additional narrative is				
		provided in the Teacher Guide to				
		explain background and				
		reasoning for each activity within				

		the lesson, as well as at the				
		beginning of each lesson.				
		• Review is included in the warmup				
		section of each lesson, but it only				
		reviews recent skills, and often				
		only those related to the current				
		lesson. All the problems in the				
		warmun address the same skill				
		not providing a true spiral roview				
-	930/	not providing a true spiral review.	750/	E construction de la construction	750/	
	0370	Lessons unoughout the series identify connections from prior	10/0	Every resson includes a Lauricit activity that requires students to	10/0	An ressons provide reduiter direction on "Support for Students with Disabilities" within
		identity connections from prior		detivity that requires students to		Support for Students with Disabilities within
		grades in the standards section of		discuss mathematical ideas, as well		one of the Activities. These vary according to
		the Teacher Guide. These are		as a lesson reflection portion where		the specific activity but address different
		labeled as "Building On"		students write about the math.		special learning needs. Also provided are
		standards.		Math Practice Standards are		suggestions of Math Language Routines to
		 Student tasks are embedded 		embedded in every unit. This		meet the needs of students who are English
		throughout the lessons and		information can be found in the		Language Learners or have language processing
		labeled as "Student Task		Course Guide.		challenges.
		Statements". These vary in		 Every lesson includes a Launch 		
		degree of difficulty, but many		activity that requires students to		
		require students to work and		discuss mathematical ideas, as well		
		communicate with math		as a lesson reflection portion where		
		situations to solve problems.		students write about the math.		
		Additionally, math tasks are		• There are Number Talks throughout		
		included in the assessments.		the series Most of the activities		
		This is addressed within each		given ask students to "Be prepared		
		lesson in the Teacher's Guide in		to explain your reasoning " or "Show		
		the section labeled "Advancing		your thinking " There are also		
		Student Thinking" These annear		student journal prompts and lesson		
		multiple times in each lesson		reflections		
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		soction identifies common				
		missensentions and offers				
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		the lesson, as well as at the				
		beginning of each lesson				
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warmup address the same skill,		
not providing a true spiral review.		

Vendor: Open Up Resources

Title: Our 6-8 Math TN

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Grade Level/	Instructional		Reviewer Comments	Mathematical		Reviewer Comments	Accessibility		Reviewer Comments
Course	Focus		(Instructional Focus)	Practices		(Mathematical Practices)	Features		(Accessibility Features)
6	94%	•	In the overview of every unit, there was mention of the learning progression. Also, at the beginning of each lesson, there was a section that displayed prior related standards, the standards being addressed in that lesson, and the standards that would build on that lesson in the future. Each lesson had a problem set included with it. However, the problem sets did not always address the full breadth of the standard since there were very few questions in the problem set and a large portion of each problem set addressed learning from prior lessons. However, these questions were aligned to grade level expectations. There were sections throughout the lessons that provided support for how to address anticipated misconceptions. Almost every lesson provided opportunities for spiral review. Tasks are embedded in each lesson. Each lesson has a minimum of three tasks - Launch, Activities (at least 2), "Are You Ready for More?", and Practice Problems. Tasks ask students to reason and justify their response, therefore each task has multiple entry-points. Some tasks are independent, and some are designed for partners or groups. The "Are You Ready for More?" task is an opportunity to	92%	•	The 8 math practices were embedded throughout the materials. While the math practices were less evident in the student materials, the teacher materials clearly identified where and how the math practices were embedded in each lesson/activity. Students were frequently asked to discuss and articulate mathematical ideas. The lesson learning goals also indicated when thoughts should be expressed orally versus in writing. Math vocabulary is consistent throughout the lessons. At the end of each lesson a list of Glossary Terms is included right after they are defined in the Lesson Summary. A Glossary is included in the student books at the end of each unit. A few concerns to note: some essential vocabulary is not included in the text (for example: alternate interior angles are included, but alternate exterior and corresponding angles are excluded) and some vocabulary is stated differently than the standard describes (for example: the y-intercept is stated as the vertical intercept).	100%	•	Each lesson frequently included recommended support for students with disabilities and for ELL students. There were also frequent extension activities included in each lesson for students who were ready to think deeper about the material. Materials can be found digitally as well with a printable form. There are some online video clips. QR codes are embedded in the print versions to be able to easily access online material. (However, not all links in the QR codes were active at the time of the review.)

		differentiate for higher learners				
		within the context of the grade				
		level standard.				
7	94%	 In the overview of every unit, there was mention of the learning progression. Also, at the beginning of each lesson, there was a section that displayed prior related standards, the standards being addressed in that lesson, and the standards that would build on that lesson in the future. Each lesson had a problem set included with it. However, the problem sets did not always address the full breadth of the standard since there were very few questions in the problem set and a large portion of each problem set addressed learning from prior lessons. However, these questions were aligned to grade level expectations. There were sections throughout the lessons that provided support for how to address anticipated misconceptions. Almost every lesson provided opportunities for spiral review. Tasks are embedded in each lesson. Each lesson has a minimum of three tasks - Launch, Activities (at least 2), "Are You Ready for More?", and Practice Problems. Tasks ask students to reason and justify their response, therefore each task has multiple entry-points. Some tasks are independent, and some are designed for partners or groups. The "Are You Ready for More?" task is an opportunity to differentiate for higher learners within the context of the grade level standard. 	92%	 The 8 math practices were embedded throughout the materials. While the math practices were less evident in the student materials, the teacher materials clearly identified where and how the math practices were embedded in each lesson/activity. Students were frequently asked to discuss and articulate mathematical ideas. The lesson learning goals also indicated when thoughts should be expressed orally versus in writing. Math vocabulary is consistent throughout the lessons. At the end of each lesson a list of Glossary Terms is included right after they are defined in the Lesson Summary. A Glossary is included in the student books at the end of each unit. A few concerns to note: some essential vocabulary is not included in the text (for example: alternate interior angles are included, but alternate exterior and corresponding angles are excluded) and some vocabulary is stated differently than the standard describes (for example: the y-intercept is stated as the vertical intercept). 	100%	 Each lesson frequently included recommended support for students with disabilities and for ELL students. There were also frequent extension activities included in each lesson for students who were ready to think deeper about the material. Materials can be found digitally as well with a printable form. There are some online video clips. QR codes are embedded in the print versions to be able to easily access online material. (However, not all links in the QR codes were active at the time of the review.)
8	94%	 In the overview of every unit, there was mention of the learning progression. Also, at the beginning of each lesson, there was a section that displayed prior related standards, the standards being addressed in that lesson 	92%	 The 8 math practices were embedded throughout the materials. While the math practices were less evident in the student materials, the teacher materials clearly identified where and how the math practices 	100%	• Each lesson frequently included recommended support for students with disabilities and for ELL students. There were also frequent extension activities included in each lesson for students who were ready to think deeper about the material.

		and the standards that would		were embedded in each	 •	Materials can be found digitally as well with a
		build on that lesson in the future.		lesson/activity.		printable form. There are some online video
	•	Each lesson had a problem set	•	Students were frequently asked to		clips.
		included with it. However, the		discuss and articulate mathematical	•	QR codes are embedded in the print versions to
		problem sets did not always		ideas. The lesson learning goals also		be able to easily access online material.
		address the full breadth of the		indicated when thoughts should be		(However, not all links in the QR codes were
		standard since there were very		expressed orally versus in writing.		active at the time of the review.)
		few questions in the problem set	•	Math vocabulary is consistent		
		and a large portion of each		throughout the lessons. At the end		
		problem set addressed learning		of each lesson a list of Glossary		
		from prior lessons. However,		Terms is included right after they		
		these questions were aligned to		are defined in the Lesson Summary.		
		grade level expectations.		A Glossary is included in the student		
	•	There were sections throughout		books at the end of each unit. A few		
		the lessons that provided support		concerns to note: some essential		
		for how to address anticipated		vocabulary is not included in the		
		misconceptions.		text (for example: alternate interior		
	•	Almost every lesson provided		angles are included, but alternate		
		opportunities for spiral review.		exterior and corresponding angles		
	•	Tasks are embedded in each		are excluded) and some vocabulary		
		lesson. Each lesson has a		is stated differently than the		
		minimum of three tasks - Launch,		standard describes (for example: the		
		Activities (at least 2), "Are You		y-intercept is stated as the vertical		
		Ready for More?", and Practice		intercept).		
		Problems. Tasks ask students to				
		reason and justify their response,				
		therefore each task has multiple				
		entry-points. Some tasks are				
		independent, and some are				
		designed for partners or groups.				
		The "Are You Ready for More?"				
		task is an opportunity to				
		differentiate for higher learners				
		within the context of the grade				
		level standard.				

Vendor: Open Up Resources

Title: Our HS Math TN

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Grade Level/	Instructional	Reviewer Comments	Mathematical		Reviewer Comments	Accessibility		Reviewer Comments
Course	Focus	(Instructional Focus)	Practices		(Mathematical Practices)	Features		(Accessibility Features)
Algebra 1	89%	 In the teacher manual, each lesson includes a progression of learning in paragraph form where the work is aligned to previous work and future work in this specific curriculum. The materials appear to embed a minimum of 3 tasks in each unit. Materials appear to provide educational support for teachers in the teacher manual as well as in the 5 practices chart. The teacher manuals have a lot of dialogue for each lesson. All lessons employ tasks to move students to understand the content. As such students are provided ample opportunities to work on problems within each lesson and discuss their process and understanding of the mathematics being learned. The content is on grade level. 	79%	•	MPs are found at the beginning of each lesson in the teacher manual, but do not appear in the student manuals. Materials appear to support student discussion with several opportunities to write/verbalize their thoughts. Materials are written to ensure the SMP's are used to reinforce the learning of the mathematical content. Appropriate math vocabulary is used throughout the materials and students are expected to use the vocabulary during class discussions.	92%	•	Accommodation and support for students with disabilities and ELLs are regularly addressed in the teacher materials with guidance on the implementation of the suggested strategies. Every lesson has design elements for all students. To support ELL, each lesson includes the usage of MLRs (mathematical language routines). There are sentence frames to support student language production. For SWD, the materials use Engagement Representation and Action/Expression.
Geometry	91%	 In the teacher manual, each lesson includes a progression of learning in paragraph form where the work is aligned to previous work and future work in this specific curriculum. The materials appear to embed a minimum of 3 tasks in each unit. Materials appear to provide educational support for teachers in the teacher manual as well as in the 5 practices chart. The teacher manuals have a lot of dialogue for each lesson. All lessons employ tasks to move students to understand the content. As such students are provided ample opportunities to work on problems within each lesson and discuss their process and understanding of the mathematics being learned. The content is on grade level. 	79%	•	MPs are found at the beginning of each lesson in the teacher manual, but do not appear in the student manuals. Materials appear to support student discussion with several opportunities to write/verbalize their thoughts. Materials are written to ensure the SMP's are used to reinforce the learning of the mathematical content. Appropriate math vocabulary is used throughout the materials and students are expected to use the vocabulary during class discussions.	92%	•	Accommodation and support for students with disabilities and ELLs are regularly addressed in the teacher materials with guidance on the implementation of the suggested strategies. Every lesson has design elements for all students. To support ELL, each lesson includes the usage of MLRs (mathematical language routines). There are sentence frames to support student language production. For SWD, the materials use Engagement Representation and Action/Expression.

Algebra 2	91%	 In the teacher manual, each lesson includes a progression of learning in paragraph form where the work is aligned to previous work and future work in this specific curriculum. The materials appear to embed a minimum of 3 tasks in each unit. Materials appear to provide educational support for teachers in the teacher manual as well as in the 5 practices chart. The teacher manuals have a lot of dialogue for each lesson. All lessons employ tasks to move students to understand the content. As such students are provided ample opportunities to work on problems within each lesson and discuss their process and understanding of the mathematics being learned. The content is on grade level. 	79%	 MPs are found at the beginning of each lesson in the teacher manual, but do not appear in the student manuals. Materials appear to support student discussion with several opportunities to write/verbalize their thoughts. Materials are written to ensure the SMP's are used to reinforce the learning of the mathematical content. Appropriate math vocabulary is used throughout the materials and students are expected to use the vocabulary during class discussions. 	92%	 Accommodation and support for students with disabilities and ELLs are regularly addressed in the teacher materials with guidance on the implementation of the suggested strategies. Every lesson has design elements for all students. To support ELL, each lesson includes the usage of MLRs (mathematical language routines). There are sentence frames to support student language production. For SWD, the materials use Engagement Representation and Action/Expression.