

Vendor: Open Up Resources

Title: Our K-5 Math TN

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

Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
K	76%	<ul style="list-style-type: none"> 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 misconception. In the lesson narrative, common 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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

		<p>a warmup that connects prior learning to new learning.</p> <ul style="list-style-type: none"> • In each lesson, there are notes for differentiation support. • Each lesson does not identify common misconceptions or how to instructionally address the misconception. In the lesson narrative, common 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. 		<p>in each lesson. It can be found in the course guide. The student materials do not make mention of the SMP.</p> <ul style="list-style-type: none"> • 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. 		<p>through Language Support or Differentiation in each activity.</p> <ul style="list-style-type: none"> • 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.
2	76%	<ul style="list-style-type: none"> • 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 misconception. In the lesson narrative, common 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, 	71%	<ul style="list-style-type: none"> • 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%	<ul style="list-style-type: none"> • 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.

		<p>student goals, and the lesson narrative. This ensures that the standards are taught accurately and to the appropriate level of rigor by any teacher.</p> <ul style="list-style-type: none"> • 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%	<ul style="list-style-type: none"> • 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%	<ul style="list-style-type: none"> • 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%	<ul style="list-style-type: none"> • 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.

		<p>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.</p> <ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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 provided in the Teacher Guide to explain background and reasoning for each activity within 	75%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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.

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Vendor: Open Up Resources

Title: Our 6-8 Math TN

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

Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
6	94%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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.)
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Title: Our HS Math TN

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Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
Algebra 1	89%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> • 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%	<ul style="list-style-type: none"> • 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%	<ul style="list-style-type: none"> • 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.
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