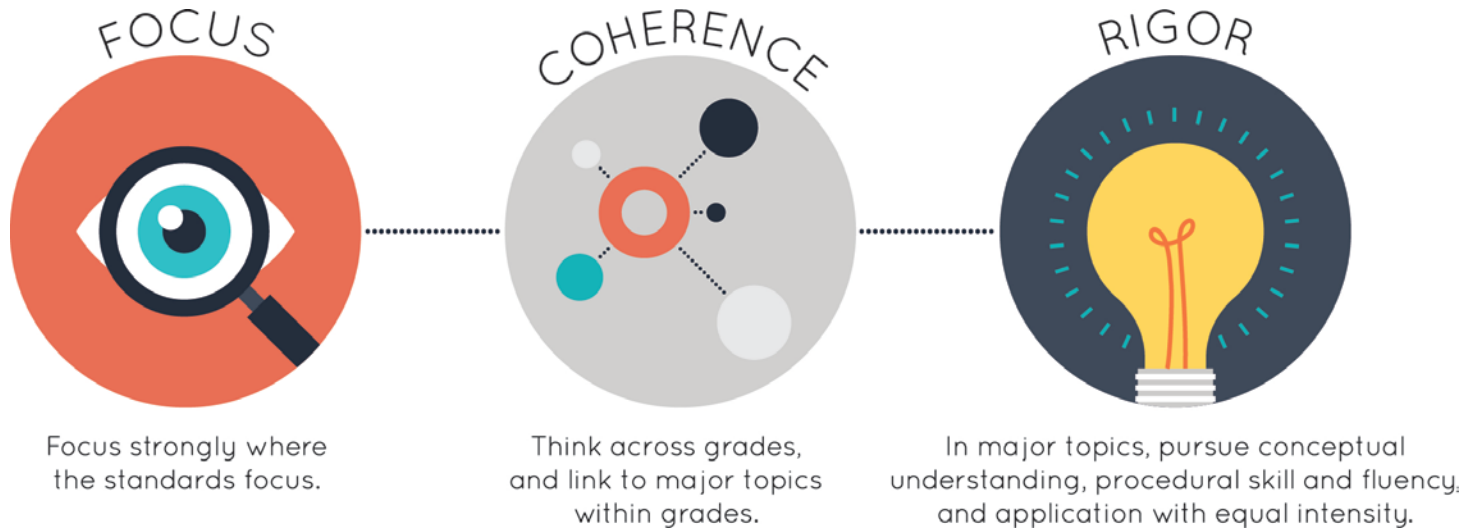




Strong mathematics instruction contains the following elements:



Title: **Math+Green Summit LA**

Grade/Course: **1**

Publisher: **K12 Inc.**

Copyright: **2019**

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

**Tier I, Tier II, Tier III** Elements of this review:

<b>STRONG</b>	<b>WEAK</b>
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. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	



To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with

**Section I: Non-negotiable Criteria.**

- Review the **required**<sup>1</sup> 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.

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<sup>1</sup> **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
<b>Section I: Non-negotiable Criteria of Superior Quality</b> <b>Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.</b>			
<p><b>Non-negotiable</b>  <b>1. FOCUS ON MAJOR WORK<sup>2</sup>:</b>            Students and teachers using the materials as designed devote the large majority<sup>3</sup> of time to the major work of the grade/course.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.</p>	<p><b>Yes</b></p>	<p>Materials devote a large majority of time to the major work of the grade. In the materials, 90% of the lessons are focused on major content standards for Grade 1. The major work for Grade 1 is focused on Operations and Algebraic Thinking (OA) and Number and Operations in Base Ten (NBT) of the Louisiana Student Standards for Mathematics (LSSM). An example of major work within the grade is found in Unit 5, Lesson 1; students are given a two-digit number and mentally find 10 more or 10 less than the number without having to count (LSSM 1.NBT.C.5). In Unit 8, Lesson 7, students add and subtract within 20, demonstrating fluency for addition and subtraction within 10, understand the meaning of the equal sign, and determine the unknown whole number in an addition or subtraction equation that relates three whole numbers (LSSM 1.OA.B.4, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8).</p>

<sup>2</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>3</sup> 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
	<p><b>Required</b>  <b>1b)</b> In any one grade/course, instructional materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In assessment materials, there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.</p>	<p><b>Yes</b></p>	<p>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 level in which they are introduced. For example, in Unit 3, Lesson 12, Unit Checkpoint Assessment, students use addition and subtraction within 20 to solve word problems, apply properties of operations to add and subtract, relate counting to addition and subtraction, understand the meaning of the equal sign, determine the unknown whole number in an addition or subtraction equation that relates three whole numbers, and add within 100 (LSSM 1.OA.A.1, 1.OA.C.5, 1.NBT.C.4.a, 1.OA.B.3, 1.OA.D.7, 1.OA.D.8, and 1.OA.C.6). In Unit 4, Lesson 7, Unit Checkpoint Assessment, students add and subtract within 20, demonstrating fluency for addition and subtraction within 10 (LSSM 1.OA.C.6).</p>
<p><b>Non-negotiable</b>  <b>2. CONSISTENT, COHERENT CONTENT</b>  Each course’s instructional materials are coherent and consistent with the content in the Standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.</p>	<p><b>Yes</b></p>	<p>Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. In Grade 1, there are two supporting clusters, 1.MD.C and 1.MD.D. In Unit 12, Lesson 3, students answer the following problem in the Try It section of the lesson: “Count by tens, fives, or ones to find the value of the group of coins. Write the value on the line.” The groups of coins have the same value, aligning to supporting LSSM 1.MD.D.5 and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>connecting to major LSSM 1.NBT.A.1. In Unit 16, Lesson 7, students sort objects into 2 groups, then circle the objects that belong in one group and cross out the objects that belong in the other group. For example, one question asks students to circle the numbers that are less than fifty and cross out the numbers that are greater than fifty. This lesson connects supporting LSSM 1.MD.C.4 to major LSSM 1.NBT.B.3. Another example is evidenced in Unit 17, Lesson 3, in which students compare measurements, connecting supporting standard LSSM 1.MD.A.1 to major standard LSSM 1.NBT.A.1.</p>
	<p><b>Required</b>  <b>2b)</b> 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.</p>	<p><b>Yes</b></p>	<p>Materials connect two or more clusters in a domain or two or more domains in Grade 1. For example in Unit 1, Lesson 6, students learn to skip count by 10s through 100 using a numberline and hundreds chart, connecting clusters A and B of the Number and Operations in Base Ten (NBT) domain (LSSM 1.NBT.A.1 and 1.NBT.B.2c). In Unit 3, Introduction to Addition, connections are made between the Operations and Algebraic Thinking (OA) and Number and Operations in Base Ten (NBT) domains. For example, in Unit 3, Lesson 2, students relate counting to addition and subtraction (LSSM 1.OA.C.5) by adding two-digit numbers (LSSM 1.NBT.C.4a) as they use cubes and drawings to solve “A group of 14 combined with a group of 12.” The Operations and Algebraic Thinking (OA) and Number and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Operations in Base Ten (NBT) domains are also connected in Unit 13. In Unit 13, students add and subtract using objects and sketches and identify different ways to add and subtract. Students find the sum of two numbers through 100 (LSSM 1.NBT.4) and solve word problems using drawings (LSSM 1.OA.A.1). Specifically, in Lesson 11, students add a two-digit number with a one-digit number using base ten blocks. Unit 11, Lesson 3 connects clusters A and C of the Operations and Algebraic Thinking (OA) domain. For example, students solve the following problem: “19 – 5 is equal to 14. Write three other expressions that show 14.” Students add and subtract within 20 using the relationship between addition and subtraction to write equations equal to 14, aligning to LSSM 1.OA.A.1 and 1.OA.C.6.</p>
<p><b>Non-negotiable</b>  <b>3. RIGOR AND BALANCE:</b>  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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.</p>	<p><b>Yes</b></p>	<p>Materials develop conceptual understanding of key mathematical concepts for Grade 1. The curriculum utilizes 17 units to build conceptual understanding throughout Grade 1. For example, in Unit 3, Lesson 1, students begin to develop conceptual understanding of addition by finding the sum of two numbers using a part-part-whole worksheet and two different color cubes (LSSM 1.OA.A.1). In Units 4 and 6, this understanding continues to build as students add and subtract within 20, using strategies such as making ten, counting on, or decomposing a number leading to ten</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>(LSSM 1.OA.C.6). In Unit 7, Lesson 4, students determine the unknown whole number in an addition or subtraction equation that relates three whole numbers using cubes as needed (LSSM 1.OA.D.8). Students first understand that the value on one side of an equal sign must be the same value of the other side by completing an activity with a balance. Students add cubes to one side of the balance to make both sides equal and then find the missing addend in a number sentence. Students then apply this understanding in the Finding Missing Numbers activity sheet. Students use cubes to model the number sentence and write the missing numbers for problems such as <math>8 + \_ = 14</math> and <math>15 = 6 + \_</math>. Subtraction is developed through six of the 17 units. For example, in Unit 8, Lesson 1, students begin to develop conceptual understanding of subtract using drawing and objects. In the Learn section of the digital lesson, students manipulate pictures of grasshoppers to solve the word problem “2 grasshoppers leapt from the log. Take away 2 grasshoppers from the group of 6. How many grasshoppers are left on the log?” Later, in Unit 8, students continue to build understanding by using one-to-one correspondence with objects in order to subtract in the problem, “There are 4 black cats and 7 white cats. How many less is 4 than 7?” (LSSM 1.OA.C.6).</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>3b) Attention to Procedural Skill and Fluency:</b> The materials are designed so that students attain the fluencies and procedural skills required by the 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.</p>	<p><b>Yes</b></p>	<p>Materials are designed so that students attain the fluencies and procedural skills required by the standards for Grade 1. Students have the opportunity to practice fluency in the “Skills Update” section of any digital lesson. In Unit 3, Lesson 2, Skills Update, students engage in LSSM 1.NBT.A.1, when answering “Write the number fifty-four”; “Write the numbers fifty-eight through sixty-eight”; and “What number comes after 83?” In Unit 6, Lesson 4, students fluently add within 20 when completing the “Sum Bug” activity during the digital lesson (LSSM 1.OA.C.6). In Unit 11, Lesson 5, Skills Update, students solve subtraction problems for fluency as they engage in a digital game called Space Coaster (LSSM 1.OA.C.6). The objective of the game is to fluently subtract numbers in order to build a roller coaster. In some of the Unit Guides, the fluency standards that are embedded in the units are listed under a section titled “Fluency;” however, several unit guides include guidance that incorrectly identifies fluency standards. For example, in the Unit 8 Guide under “Fluency,” guidance states that “The following fluency standards are embedded throughout unit 8,” and includes LSSM 1.OA.C.6, 1.OA.D.7, and 1.OA.D.8. Although these standards are addressed in Lessons 1, 3, 4, 7, 8, 9, 10, 11, and 12; the guidance incorrectly identifies LSSM 1.OA.D.8 as a fluency standard. Other examples include LSSM 1.NBT.C.5 in Unit 9</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>3c) Attention to Applications:</b> 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.</p>	<p><b>Yes</b></p>	<p>and Unit 13, LSSM 1.OA.A.1 in Unit 12, and LSSM 1.OA.D.8 in Unit 13, 14, 15, and 16.</p> <p>Materials are designed so that students spend sufficient time working with engaging applications for Grade 1. Grade 1 has three application standards, LSSM 1.OA.A.1, 1.OA.A.2, and 1.MD.C.4. Units 14 and 15 focus on addition and subtraction word problems within 20 using equations, blocks, and diagrams as they add to, take from, put together, take apart and compare numbers. For example, in Unit 14, Lesson 5, Skill Sheet, students apply knowledge of subtraction to answer “The book return at the library contains 62 books. 20 are children’s books. The rest are adult books. How many adult books are in the book return?” (LSSM 1.OA.A.1). In Unit 14, Lesson 9, students solve the following problem, “Faith had some crayons. She gave her brother 5 crayons. Now she has 9 crayons. How many crayons did she have at the beginning?” Students are provided a start unknown equation along with counters to model and solve the problem (LSSM 1.OA.A.2 and 1.OA.A.2). In Unit 15, Lesson 4, students solve the following problem, “So far, 15 boys and 23 girls have entered the water park. How many more boys would have to enter to have the same number of boys as girls? Which number sentence shows what is happening in this problem?” Students are provided the choices <math>15 + 23 = ?</math> And <math>23 = 15 + ?</math> (LSSM 1.OA.A.1). Additionally, in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Unit 5, Lesson 6, students use cubes to show three different ways to make a number. For example, students show 3 ways to make 16, including one way with three addends, and two ways with two addends. Students apply this understanding as they solve word problems on the Skill Sheet involving 3 whole numbers, such as “A bag has 3 red marbles. It has 2 blue marbles. It has 4 purple marbles. How many marbles are there in all?” and “A box has 6 blue blocks. It has 3 pink blocks. It has 2 yellow blocks. How many blocks are in the box?” (LSSM 1.OA.A.2). Another example of students engaging in application is in Unit 16, Lesson 8, as students create a tally chart to model “Carla has a bag of marbles. In her bag, Carla has 3 blue marbles, 5 red marbles, and 2 yellow marbles.” Students use the chart they created to answer “Which color marble does Carla have the most of?” and “How many marbles are in Carla’s bag?” (LSSM 1.MD.C.4).</p>
	<p><b>Required</b>  <b>3d) Balance:</b> The three aspects of rigor are not always treated together and are not always treated separately.</p>	<p><b>Yes</b></p>	<p>It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. The balance of rigor is apparent in the design of the curriculum as each lesson in the curriculum has multiple sections to develop Grade 1 standards. The three components of rigor can be found in different parts of the lesson. For example, in the Skills Update and Get Ready sections, students have an opportunity to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>work with fluency standards for Grade 1. In Unit 16, Lesson 2, students focus on the conceptual understanding of putting shapes together to form new shapes (LSSM 1.G.A.2). Unit 16, Lesson 9 incorporates all three components of rigor as students use pictures and graphs to show information and then compare the data shown in the pictures and graphs (LSSM 1.MD.C.4). For example, in the Try It section, students organize data about gym toys in a picture graph and answer how many questions, including more or less questions. In Unit 12, Lesson 5, students order objects by length combining conceptual understanding and procedural skill and fluency (LSSM 1.MD.A.1). In Unit 1, Lesson 4, students engage in conceptual understanding and procedural skill and fluency. In the Get Ready section, students fluently count to 50. Then students engage in three Learn sections that develop conceptual understanding when counting using a numberline. Students finally apply their understanding of counting when answering “Count from 38 to 78” in the Try It section of Lesson 4 (LSSM 1.NBT.A.1).</p>
<p><b>Non-negotiable</b>  <b>4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b>  Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.</p>	<p><b>Required</b>  <b>4a)</b> Materials address the practice standards in such a way as to enrich the content standards of the grade/course; practices strengthen the focus on the content standards instead of detracting from them, in both teacher and student materials.</p>	<p><b>Yes</b></p>	<p>Materials promote focus and coherence by connecting the practice standards with Grade 1 content. A Unit Guide accompanies each unit and lists the practice standards that are addressed within each lesson of that unit. In the Unit Guide, on the right hand side of the page,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>Standards for Mathematical Practice are listed for the lesson. In addition, the guide breaks down each mathematical practice, explains how they are addressed in the unit, and provides examples in the “Integration of Mathematical Practice Standards” section of the guide. For example, Unit 7, Lesson 4 states that the lesson will emphasize MP.1, 2, and 4 as students “using a balance model and cubes, find the missing addend in a number sentence.” In Unit 7, Lesson 5, students utilize MP.1, 2, and 4 as they use cubes and a number line to find the missing addend in an addition number sentence (LSSM 1.OA.D.8). Additionally, in Unit 7, Lesson 6, students look for and make use of structure (MP.7) as they add frogs and realize that no matter of the order they add them in, the total remains the same, which can be applied to any number combination (LSSM 1.OA.D.8.). In Unit 12, Lesson 7, students engage in MP.2 and MP.6, after reading an e-book in which they compare objects using nonstandard measurements to compare items (LSSM 1.MD.A.1). In Unit 15, Lesson 4, students use appropriate tools strategically (MP.5) and look for and express regularity in repeated reasoning (MP.8) as they identify whether or not the question is asking to make equal parts, then find the number sentence needed to answer the question, and finally use base ten blocks to solve the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			problems (LSSM 1.OA.A.1, 1.OA.D.8, 1.NBT.C.4).
<b>Section II: Additional Criteria of Superior Quality</b>			
<p><b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b> 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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>5a)</b> Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.</p>	<p><b>Yes</b></p>	<p>Materials provide all students extensive work with grade level problems. Students solve grade level problems in each lesson within the curriculum. The lessons in the curriculum are broken into several sessions with options for additional practice in a printed version. The materials provide students the opportunity to work with problems in a variety of formats to integrate and extend concepts and skills. For example, in Unit 2, Lesson 2, there are 30 problems for students to solve in the Learn It and Try It sections. In the lesson, students work on telling time to the hour and half hour on analog and digital clocks (LSSM 1.MD.B.3). In Unit 3, Lesson 8, students solve 27 problems within the lesson to determine the unknown sum in an addition equation with a box that represents the unknown (LSSM 1.OA.D.8). In Unit 5, Lesson 5, students work on using methods such as counting on and using a number line or hundreds chart to find the sum in the following problem: “Coleman has 4 cookies. His friend gives him 5 more. Count on from 4 to find how many cookies Coleman has in all.” (LSSM 1.OA.C.6). In Unit 13, Lesson 6, students work 18 problems in the lesson using base 10 blocks to model two-digit numbers in different ways and begin to understand</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			regrouping, reflecting the intent of LSSM 1.NBT.B.2.
	<p><b>Required</b>  <b>5b)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.</p>	<b>Yes</b>	<p>Materials relate Grade 1 concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that students connect prior knowledge to new concepts in the Get Ready section of the digital lesson. For example, the Unit 10, Lesson 2, the Get Ready section begins with the practice of writing addition and subtraction sentences to represent everyday situations to connect previously learned skills so that students will be able to use addition facts to find the difference in related subtraction problems (LSSM 1.OA.B.4). In kindergarten, students learned to solve addition and subtraction problems within 10 using objects and drawings (LSSM K.OA.A.2). In Grade 1, students build upon this knowledge to find unknown addends in problems using commutative and associative properties (LSSM 1.OA.B.3). For example, in Unit 5, Lesson 8, students add three numbers by grouping the addends in the following problem, “5 + 6 + 4=.” In kindergarten, students compared the length of two objects with a measurable attribute in common to see which object had more or less, then described the difference. In Grade 1, Unit 12, Lesson 5, students build upon prior knowledge to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>order three objects by length and compare the lengths of two objects indirectly by using the third object (LSSM 1.MD.A.1). In kindergarten, students learned how to add and subtract up to 5 (LSSM K.OA.A.5). Grade 1 builds on this in the beginning of the year by using the “count on” strategy utilized in Unit 5, Lesson 5. In that lesson, students add <math>23 + 4</math> on the Try It workbook pages. Students start at 23 and then count on to 27 (LSSM 1.OA.C.6).</p>
	<p><b>5c)</b> Materials include learning objectives that are visibly shaped by LSSM cluster headings and/or standards.</p>	<p><b>Yes</b></p>	<p>Materials include learning objectives that are visibly shaped by LSSM cluster headings and/or standards for Grade 1. For example, in Unit 2, Lesson 2, students identify time to the hour using a digital clock and analog clock, reflecting the language and intent of LSSM 1.MB.B.3. In Unit 11, Lesson 4, the objective states “Determine the unknown subtrahend in a subtraction equation with a symbol representing the unknown, limited to three numbers, minuends less than or equal to 20,” reflecting the language of LSSM 1.OA.A.1. In Unit 8, Lesson 3, the objectives state for students to “identify the number that is one more than a given number; explain the meaning of addition or subtraction symbol; represent subtraction using objects, drawings, or explanations, limited to minuends up to 10.” The objectives match the language and intent for addition in standards LSSM 1.OA.B.3 and 1.OA.C.6. The objective for Unit 12, Lesson 5 includes “order three</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>objects according to length,” reflecting the language and intent of LSSM 1.MD.A.1. In Unit 16, Lesson 2, students “compose a composite two-dimensional shape using rectangles, squares, trapezoids, triangles, half-circles, and/or quarter-circles; Decompose a composite two-dimensional shape into rectangles, squares, trapezoids, triangles, half-circles, and /or quarter circles,” reflecting the language of LSSM 1.G.A.2.</p>
<p><b>6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:</b>            Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>6a)</b> Materials attend to the full meaning of each practice standard. Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. Alignments to practice standards are accurate.</p>	<p><b>Yes</b></p>	<p>Materials attend to the full meaning of each practice standard for Grade 1. For example, in Unit 10, Lesson 11, students answer “From your daily life, find three examples of subtraction that you can solve using strategies you learned in this unit.” Students describe each example using one to two sentences, state the strategy they used to solve the subtraction problem, and explain why they chose that strategy to solve the subtraction problem. The prompted questions help students realize that doing mathematics involves solving problems, and discussing how they solve them demonstrates use of MP.1 (Make sense of problems and persevere in solving them). In Unit 9, Lesson 3, students engage in MP.2 (Reason abstractly and quantitatively) when using online flashcards for subtraction facts with minuends through 20 using mental strategies. In Unit 11, Lesson 6, students engage in MP.5 (Use appropriate tools strategically) when determining which</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>subtraction strategy can be used to find the missing numbers in a subtraction sentence. In Unit 12, Lesson 1, students engage in MP.6 (Attend to precision) when describing coins by color, sizes, and picture to name and compare coins. In Unit 13, Lesson 2, students engage in MP.7 (Look for and make use of structure) when grouping objects into tens and ones to identify the number of tens and ones in each group of pictures in the Learn section of the digital lesson. In Unit 1, Lesson 6, students engage in MP.8 (Look for and express regularity in repeated reasoning) when counting by 10s through 100 and skip counting by tens and fives to complete a pattern. In doing this, students learn to look for repeated reasoning as every number they say begins or ends in a similar or patterned way. Another example of MP.8 is found in Unit 13, Lesson 9, when students learn to make groups of 10 to add two numbers. The teacher has students place 14 circles on one sheet of paper and 20 on another sheet. The teacher is prompted to state, "To add 14 and 20, move all the circles to the last sheet of paper and count them." Then the teacher asks, "What is 14 plus 20?" Continuing to do this repetitively allows students to see the relationship with tens and ones. For example, 1 ten and 2 tens will be 3 tens and 4 ones and 0 ones is 4 ones, for a total sum of 34.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>6b)</b> Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-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.</p>	<p><b>Yes</b></p>	<p>Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key Grade 1 mathematics that is detailed in the content standards. Each lesson has a Try-Learn Routine. There are lessons embedded in each unit that allow students to discuss their solution strategies, explain and critique their reasoning. For example, in Unit 13, Lesson 8, students use cards 0-9 to create two-digit numbers. Students then discuss with a partner which number created is larger. When both students agree, a comparison symbol is recorded. Students explain to the partner a rule for comparing numbers using vocabulary words such as tens and ones and record their work. In the Unit 3, Lesson 10 Reflection section, students discuss their reasoning for creating number sentences containing certain numbers with a partner, then reflect on the meaning of the equal symbol and compare it to a balance. Students evaluate the accuracy of their work and articulate their understanding of symbols in writing. In Unit 4, Lesson 5, students construct viable arguments at the end of the quiz when describing the problems, the strategies used to solve the problem, and the reasons why they chose the strategy as they derived answers to the problems. In Unit 13, Lessons 8, 13, and 15, students make claims and defend or critique claims of others. For example, in Lesson 8,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students form a rule determining whether a two-digit number is larger or smaller than another based on trials with a partner. They utilize specific terms to form the rule. In Lesson 15, students explain how and why they chose specific strategies in the digital lesson. They identify strategies used by a fictitious student and explain how the student solved the problem. In the Unit Guide, there are activities to engage students in problem solving. For example, in Unit 5, students engage in a task in which they collect 20-30 items and then separate the collection into 3-4 groups by type, color, etc. The teacher is prompted to “ask students to count the number of rocks in each group and write it on the outside of each baggie.” The teacher then prompts the discussion by asking students how many rocks they have in all. Students are to count on to find the total amount. If time permits, the teacher is to ask students to separate their collection in a different way. The students record a number sentence for their work. The teacher is prompted to ask, “Which two groups would you add first? Why?”</p>
	<p><b>6c)</b> There are teacher-directed materials that explain the role of the practice standards in the classroom and in students’ mathematical development.</p>	<p><b>Yes</b></p>	<p>Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students’ mathematical development. The Unit Guide lists and explains thoroughly the role of the practice standards utilized in each lesson within a unit. The Unit</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Guide also has a section titled “Integration of Mathematical Practice Standards.” The Unit Guide states, “These are the mathematical practice standards that are addressed in this unit with examples of how each standard is addressed.” The Unit 10 Unit Guide states the use of MP.1, MP.2, MP.3, MP.4, MP.6 and MP.7. Each lesson within the unit lists specific math practice standards. For example, Unit 10, Lesson 10, lists use of MP.1 and MP.2. This same format is used in each Unit Guide throughout materials. Each Lesson Guide explains the MP that is focused on within that lesson and how it is utilized within the lesson. For example, the Unit 5, Lesson 2 Lesson Guide details “Although there are other Standards for Mathematical Practice addressed in this lesson, the focus of this activity is MP.5: Use appropriate tools strategically. In this activity, students use a number line in order to find ‘one more.’ Students learn that they count to the right one increment when they do this. They observe the relationship between two numbers that are one unit away from each other. In the future, students can use similar visual and tactile guides to help them keep track of their increasing numbers.”</p>
	<p><b>6d)</b> Materials explicitly attend to the specialized language of mathematics.</p>	<p><b>Yes</b></p>	<p>Materials explicitly attend to the specialized language of mathematics. The Lesson Guide lists and defines mathematical terminology under the “Keyword” section. For example, in Unit 3,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Lesson 8, Lesson Guide, the keywords listed are “addition sentence: a number sentence that involves addition only” and “equality: state of being equal.” Students interact with these words in the Lesson Introduction of the digital lesson. In Unit 7, Lesson 2, students engage with the term “expressions” in the Learn section of the digital lesson. In Unit 13, Lesson 3, Lesson Guide, lesson vocabulary states use of “tens rod,” “ones cube,” and “place value.” In Unit 13, Lesson 8, students will “describe the meaning of the numbers 10, 20, 30, 40, 50, 60, 70, 80, or 90, as the composition of one, two, three, four, five, six, seven, eight, or nine 10s, using words, pictures or objects” (LSSM 1.NBT.B.2). Terms are written in bold, underlined purple font that are clickable in the digital lesson. Once clicking on the word, a pop up box appears on the screen with a definition and examples of the term. For example, in Unit 16, Lesson 8, the following words are bold on the Student Version, “tally chart, bar graphs, and data,” drawing attention to the terminology used to discuss organizing data in charts and graphs. Students are able to click on the word and read the definition that is displayed on the screen (LSSM 1.MD.C.4).</p>
<p><b>7. INDICATORS OF QUALITY:</b> Quality materials should exhibit the indicators outlined here in order to give teachers and students the</p>	<p><b>Required</b> <b>7a)</b> There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way,</p>	<p><b>Yes</b></p>	<p>In the materials, students are asked to produce answers in a variety of ways. Students are asked to produce answers and solutions in arguments, explanations, diagrams, and other mathematical models.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>tools they need to meet the expectations of the Standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>arguments and explanations, diagrams, mathematical models, etc.</p>		<p>For example, in Unit 7, Lesson 4, students begin with a digital lesson to find a missing addend. Students manipulate a digital scale to engage in the following problem: “Add cubes to the right side of the balance to make both sides equal and match the expression, <math>5 + 2 = 7</math>.” Within the same lesson, students use hands-on manipulatives, such as cubes, to work problems on a worksheet. On the Unit 7 Checkpoint, students answer a variety of questions including multiple choice and fill-in-the-blank. Another example is evidenced in Unit 14, Lesson 1, students fill-in the blanks with correct answers. Students model the problems using base ten blocks to solve addition problems. In Unit 14, Lesson 14, students determine if the word problem is a comparing problem, then select the number sentence used to answer the problem. In Unit 17, students complete a unit project by composing two-dimensional shapes to create composite shapes, measuring lengths, comparing lengths, and using addition and subtraction for problem solving.</p>
	<p><b>Required</b>  <b>7b)</b> There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of student responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion</p>	<p><b>Yes</b></p>	<p>Materials provide separate teacher materials that support and reward teacher study. The instructional materials provide teacher planning and guidance to support the instructional process. The digital teacher components are found in each unit. Each unit utilizes four tabs titled “Lesson List,” “Materials,” “Advanced Prep,” and “Objectives.” In the “Lesson</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	of desired mathematical behaviors being elicited among students.		<p>List” tab, lessons are clickable and state if an assessment is available for the lesson. In the “Materials” tab, the lesson is broken into required materials that the student, learning coach, and teacher can download or print. The “Advanced Prep” tab provides a pacing guide to each lesson and more explicit directives to effectively teach the lesson. The “Objectives” tab lists all objectives the lesson will address. The Unit Guide provided for each unit lists lessons, standards, mathematical practices application, and graded assignments and assessments for each unit. Teaching notes are also documented in the Unit Guide. For example, in Unit 15, Unit Guide, the teaching note states, “The First Grade LSSM limits word problem addition and subtraction to 20. Problems in this unit involving word problem addition and subtraction beyond 20 are for enrichment purposes and are not included in assessments.” The guide details the fluency standards to be addressed within the unit, as well as pinpoints difficult concepts for misconceptions. An area within the Unit Guide titled “Supports for English Language Learners” identifies the resources provided within the unit. A Lesson Guide is also provided for each lesson in the materials that is broken into sections titled “Prepare,” “Skills Update,” “Get Ready,” “Learn,” and “Try It,” reflecting what will be taught in the student digital lesson. In the Lesson Guide,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the objective, materials needed, and lesson overview are included. In the Overview, activities within the lesson are labeled as “online” or “offline,” to inform the teacher where students will be working during the lesson. Any keywords for the lesson are also listed on the Lesson Guide.</p>
	<p><b>7c)</b> Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>	<p><b>Yes</b></p>	<p>Materials include support for English Language Learners and other special populations that is thoughtful and can help those students meet the same standards as all other students. The materials utilize multiple visual tools within the lesson such as number lines and charts to help students understand mathematical processes. In Unit 8, Lesson 1, students are introduced to the concept of subtraction. To help visualize and understand the concept of subtraction, taking away, students watch videos that illustrate subtraction problems, such as a group of six grasshoppers sitting on a log and two hopping away to show <math>6 - 2</math>. When new vocabulary is introduced, students have access to defined pop-ups that can be read and reviewed throughout the lesson. Lessons and problems can be read aloud using audio technology by clicking the “Read” button. For example, in Unit 13, Lesson 1, colorful animated slides are provided, called “Tens, Ones, and Estimation,” to demonstrate with insects how to count by tens using ten frames. Support for English Language Learners is</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>provided in the Unit Guides. For example, in Unit 7, support includes “Manipulatives, such as cubes, household objects, crayons, and other items students use to represent problems and concepts, will help English language learners develop their conceptual knowledge and vocabulary. Throughout unit 7, cube trains are used to provide students with the opportunity to compare and combine addends. Encourage students to talk about the cube trains as they touch them and look at them.”</p>
	<p><b>7d)</b> The underlying design of the materials distinguishes between problems and exercises. In essence, the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.</p>	<p><b>Yes</b></p>	<p>The underlying design of the materials distinguishes between problems and exercises. Each lesson follows a sequence of multiple digital sections. Students develop new mathematical knowledge in the Learn sections and apply the newly learned mathematics in the Try It sections. For example in Unit 8, Lesson 5, students compare expressions (LSSM 1.OA.D.7). In the Learn section, students watch a video in which cubes are used to model expressions to help them determine if the expressions are equal. In the Try It section, students complete work online by clicking correct answers from a list to solve three problems such as “Which number sentence means the same as <math>4 + 3 = 7</math>?” In the next Learn section, students engage in an online activity in which they will select the missing number to make two expressions equal. In the Try It section, students complete eight problems on an</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>offline worksheet. Some lessons include Learn it workbook pages followed by Try it workbook pages. Additional worksheets in the form of documents are also included to allow students adequate practice of newly learned skills. For example, in Unit 13, Lesson 14, students learn to compare two subtraction strategies, counting back on a number line and breaking apart numbers, and then apply this learning in a practice worksheet. (LSSM 1.OA.C.6 and 1.NBT.C.4).</p>
	<p><b>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.</p>	<p><b>Yes</b></p>	<p>Lessons are appropriately structured and scaffolded to support student mastery using a gradual release model. Each lesson is constructed of multiple sections, Introduction, Skills Update, Learn, and Try It. In Unit 1, Lesson 7, students use the symbols for less than, equal to, or greater than to compare and order whole numbers through 100 (LSSM 1. NBT.B.3). The lesson begins with a connection to prior knowledge of comparing objects in the Get Ready section. Students engage in a fluency practice, answering taller/shorter and more than/less than questions in the Skills Update section. In the Learn section, students manipulate household items, such as straws, to work problems prompted by the online teacher. Finally, in the Try It section, students work on an offline worksheet to compare numbers independently. Additionally, in Unit 7, Lesson 2, students review different ways to show a number (LSSM 1.OA.C.6) in the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Get Ready section. This activity helps students prepare to add two or more numbers. Students attempt the problem “Draw 4 red stars, a plus symbol, 1 blue star, another plus symbol, and 1 yellow star, followed by an equal symbol.” Then students respond to “What number do these pictures show?” Later, in Lesson 7, students make trains using unit cubes. Students use 9 red and 7 blue for $9 + 7$ . Students determine how many cubes there are. If the trains are flipped, putting blue first, students determine if the total changes. This leads into finding missing addends for $9 + 7 = \_ + 9$ .
	7f) Materials support the uses of technology as called for in the Standards.	N/A	The LSSM does not call for use of technology for Grade 1.
<b>FINAL EVALUATION</b>			
<i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.			
<i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.			
<i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-negotiable Criteria of Superior Quality<sup>4</sup></b>	1. Focus on Major Work	<b>Yes</b>	Materials devote a large majority of time to the major work of the grade. In the materials, 90% of the lessons are focused on major content standards for Grade 1. Materials spend minimal time on content outside of Grade 1. In assessment materials, assessment components do not make students/teachers responsible for

<sup>4</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			any topics before the grade in which they are introduced.
	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 connect two or more clusters in a domain or two or more domains in Grade 1.
	3. Rigor and Balance	Yes	Materials develop conceptual understanding of key mathematical concepts for Grade 1. Materials are designed so that students attain the fluencies and procedural skills required by the Standards for Grade 1. Materials are designed so that students spend sufficient time working with engaging applications for Grade 1. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. However, some of the Unit Guides incorrectly identify standards as fluency standards within the “Fluency” section, such as LSSM 1.OA.D.8 in Unit 8, LSSM 1.NBT.C.5 in Unit 9 and Unit 13, LSSM 1.OA.A.1 in Unit 12, and LSSM 1.OA.D.8 in Unit 13, 14, 15, and 16.
	4. Focus and Coherence via Practice Standards	Yes	Materials promote focus and coherence by connecting the practice standards with Grade 1 content.
<b>II: Additional Criteria of Superior Quality<sup>5</sup></b>	5. Alignment Criteria for Standards for Mathematical Content	Yes	Materials provide all students extensive work with course-level problems. Students solve grade level problems in each lesson within the curriculum. Materials relate

<sup>5</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier I rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Grade 1 concepts explicitly to prior knowledge from earlier grades and courses. Materials include learning objectives that are visibly shaped by LSSM cluster headings and/or standards for Grade 1.
	6. Alignment Criteria for Standards for Mathematical Practice	<b>Yes</b>	Materials attend to the full meaning of each practice standard for Grade 1. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key Grade 1 mathematics that is detailed in the content standards. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Materials explicitly attend to the specialized language of mathematics
	7. Indicators of Quality	<b>Yes</b>	In the materials, students are asked to produce answers in a variety of ways. Materials provide separate teacher materials that support and reward teacher study. The instructional materials provide teacher planning and guidance to support the instructional process. Materials include support for English Language Learners and other special populations that are thoughtful and help those students meet the same standards as all other students. The underlying design of the materials distinguishes between problems and exercises. Lessons are appropriately structured and scaffolded to support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			student mastery using a gradual release model.
FINAL DECISION FOR THIS MATERIAL: <b>Tier I, Exemplifies quality</b>			

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 [2019-2020 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Ascension, Beauregard, Bossier, Caddo, Calcasieu, Caldwell, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, Jefferson, Jefferson Davis, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Livingston, LSU Lab School, Orleans, Orleans/Lusher Charter School, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, RSD Choice Foundation, St. John the Baptist, St. Charles, St. James, St. Landry, St. Mary, St. Tammany, Tangipahoa, Vermillion, Vernon, West Baton Rouge, West Feliciana, and Zachary. This review represents the work of current classroom teachers with experience in grades K-5.

Appendix I.

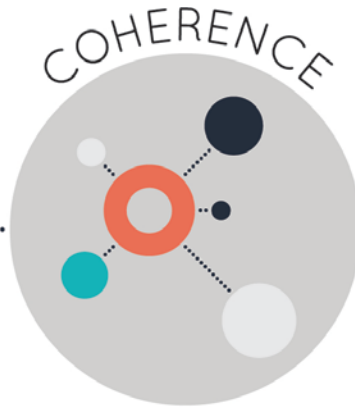
Publisher Response



Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus.



Think across grades, and link to major topics within grades.



In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **Math+Green Summit LA**

Grade/Course: **1**

Publisher: **K12 Inc.**

Copyright: **2019**

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

**Tier I, Tier II, Tier III** 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. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	



To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with

**Section I: Non-negotiable Criteria.**

- Review the **required**<sup>1</sup> 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.

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<sup>1</sup> **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	Publisher's Response
<b>Section I: Non-negotiable Criteria of Superior Quality</b> <b>Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.</b>				
<p><b>Non-negotiable</b>  <b>1. FOCUS ON MAJOR WORK<sup>2</sup>:</b>  Students and teachers using the materials as designed devote the large majority<sup>3</sup> of time to the major work of the grade/course.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.</p>	<p><b>Yes</b></p>	<p>Materials devote a large majority of time to the major work of the grade. In the materials, 90% of the lessons are focused on major content standards for Grade 1. The major work for Grade 1 is focused on Operations and Algebraic Thinking (OA) and Number and Operations in Base Ten (NBT) of the Louisiana Student Standards for Mathematics (LSSM). An example of major work within the grade is found in Unit 5, Lesson 1; students are given a two-digit number and mentally find 10 more or 10 less than the number without having to count (LSSM 1.NBT.C.5). In Unit 8, Lesson 7, students add and subtract within 20, demonstrating fluency for addition and subtraction within 10, understand the meaning of the equal sign, and determine the unknown whole number in an addition or subtraction equation that relates three whole numbers (LSSM 1.OA.B.4, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8).</p>	

<sup>2</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>3</sup> 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	Publisher's Response
	<p><b>Required</b>  <b>1b)</b> In any one grade/course, instructional materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In assessment materials, there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.</p>	<p><b>Yes</b></p>	<p>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 level in which they are introduced. For example, in Unit 3, Lesson 12, Unit Checkpoint Assessment, students use addition and subtraction within 20 to solve word problems, apply properties of operations to add and subtract, relate counting to addition and subtraction, understand the meaning of the equal sign, determine the unknown whole number in an addition or subtraction equation that relates three whole numbers, and add within 100 (LSSM 1.OA.A.1, 1.OA.C.5, 1.NBT.C.4.a, 1.OA.B.3, 1.OA.D.7, 1.OA.D.8, and 1.OA.C.6). In Unit 4, Lesson 7, Unit Checkpoint Assessment, students add and subtract within 20, demonstrating fluency for addition and subtraction within 10 (LSSM 1.OA.C.6).</p>	
<p><b>Non-negotiable</b>  <b>2. CONSISTENT, COHERENT CONTENT</b>  Each course's instructional materials are coherent and consistent with the content in the Standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.</p>	<p><b>Yes</b></p>	<p>Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. In Grade 1, there are two supporting clusters, 1.MD.C and 1.MD.D. In Unit 12, Lesson 3, students answer the following problem in the Try It section of the lesson: "Count by tens, fives, or ones to find the value of the group of coins. Write the value on the line." The groups of coins have the same value, aligning to supporting LSSM 1.MD.D.5 and</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
			<p>connecting to major LSSM 1.NBT.A.1. In Unit 16, Lesson 7, students sort objects into 2 groups, then circle the objects that belong in one group and cross out the objects that belong in the other group. For example, one question asks students to circle the numbers that are less than fifty and cross out the numbers that are greater than fifty. This lesson connects supporting LSSM 1.MD.C.4 to major LSSM 1.NBT.B.3. Another example is evidenced in Unit 17, Lesson 3, in which students compare measurements, connecting supporting standard LSSM 1.MD.A.1 to major standard LSSM 1.NBT.A.1.</p>	
	<p><b>Required</b>  <b>2b)</b> 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.</p>	<p><b>Yes</b></p>	<p>Materials connect two or more clusters in a domain or two or more domains in Grade 1. For example in Unit 1, Lesson 6, students learn to skip count by 10s through 100 using a numberline and hundreds chart, connecting clusters A and B of the Number and Operations in Base Ten (NBT) domain (LSSM 1.NBT.A.1 and 1.NBT.B.2c). In Unit 3, Introduction to Addition, connections are made between the Operations and Algebraic Thinking (OA) and Number and Operations in Base Ten (NBT) domains. For example, in Unit 3, Lesson 2, students relate counting to addition and subtraction (LSSM 1.OA.C.5) by adding two-digit numbers (LSSM 1.NBT.C.4a) as they use cubes and drawings to solve “A group of 14 combined with a group of 12.” The Operations and Algebraic Thinking (OA) and Number and</p>	

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			<p>Operations in Base Ten (NBT) domains are also connected in Unit 13. In Unit 13, students add and subtract using objects and sketches and identify different ways to add and subtract. Students find the sum of two numbers through 100 (LSSM 1.NBT.4) and solve word problems using drawings (LSSM 1.OA.A.1). Specifically, in Lesson 11, students add a two-digit number with a one-digit number using base ten blocks. Unit 11, Lesson 3 connects clusters A and C of the Operations and Algebraic Thinking (OA) domain. For example, students solve the following problem: "19 – 5 is equal to 14. Write three other expressions that show 14." Students add and subtract within 20 using the relationship between addition and subtraction to write equations equal to 14, aligning to LSSM 1.OA.A.1 and 1.OA.C.6.</p>	
<p><b>Non-negotiable</b>  <b>3. RIGOR AND BALANCE:</b>  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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.</p>	<p><b>Yes</b></p>	<p>Materials develop conceptual understanding of key mathematical concepts for Grade 1. The curriculum utilizes 17 units to build conceptual understanding throughout Grade 1. For example, in Unit 3, Lesson 1, students begin to develop conceptual understanding of addition by finding the sum of two numbers using a part-part-whole worksheet and two different color cubes (LSSM 1.OA.A.1). In Units 4 and 6, this understanding continues to build as students add and subtract within 20, using strategies such as making ten, counting on, or decomposing a number leading to ten</p>	

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			<p>(LSSM 1.OA.C.6). In Unit 7, Lesson 4, students determine the unknown whole number in an addition or subtraction equation that relates three whole numbers using cubes as needed (LSSM 1.OA.D.8). Students first understand that the value on one side of an equal sign must be the same value of the other side by completing an activity with a balance. Students add cubes to one side of the balance to make both sides equal and then find the missing addend in a number sentence. Students then apply this understanding in the Finding Missing Numbers activity sheet. Students use cubes to model the number sentence and write the missing numbers for problems such as <math>8 + \_ = 14</math> and <math>15 = 6 + \_</math>. Subtraction is developed through six of the 17 units. For example, in Unit 8, Lesson 1, students begin to develop conceptual understanding of subtract using drawing and objects. In the Learn section of the digital lesson, students manipulate pictures of grasshoppers to solve the word problem "2 grasshoppers leapt from the log. Take away 2 grasshoppers from the group of 6. How many grasshoppers are left on the log?" Later, in Unit 8, students continue to build understanding by using one-to-one correspondence with objects in order to subtract in the problem, "There are 4 black cats and 7 white cats. How many less is 4 than 7?" (LSSM 1.OA.C.6).</p>	

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	<p><b>Required</b>  <b>3b) Attention to Procedural Skill and Fluency:</b> The materials are designed so that students attain the fluencies and procedural skills required by the 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.</p>	<p><b>Yes</b></p>	<p>Materials are designed so that students attain the fluencies and procedural skills required by the standards for Grade 1. Students have the opportunity to practice fluency in the "Skills Update" section of any digital lesson. In Unit 3, Lesson 2, Skills Update, students engage in LSSM 1.NBT.A.1, when answering "Write the number fifty-four"; "Write the numbers fifty-eight through sixty-eight"; and "What number comes after 83?" In Unit 6, Lesson 4, students fluently add within 20 when completing the "Sum Bug" activity during the digital lesson (LSSM 1.OA.C.6). In Unit 11, Lesson 5, Skills Update, students solve subtraction problems for fluency as they engage in a digital game called Space Coaster (LSSM 1.OA.C.6). The objective of the game is to fluently subtract numbers in order to build a roller coaster. In some of the Unit Guides, the fluency standards that are embedded in the units are listed under a section titled "Fluency;" however, several unit guides include guidance that incorrectly identifies fluency standards. For example, in the Unit 8 Guide under "Fluency," guidance states that "The following fluency standards are embedded throughout unit 8," and includes LSSM 1.OA.C.6, 1.OA.D.7, and 1.OA.D.8. Although these standards are addressed in Lessons 1, 3, 4, 7, 8, 9, 10, 11, and 12; the guidance incorrectly identifies LSSM 1.OA.D.8 as a fluency standard. Other examples include LSSM 1.NBT.C.5 in Unit 9</p>	<p>Standards called out in the Unit Guides were intended to reflect those identified in the <a href="#">Louisiana Focus Documents</a> as "FLUENCY EXPECTATIONS OR EXAMPLES OF CULMINATING STANDARDS." We've updated our Unit Guides to better reflect this categorization.</p>



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	<p><b>Required</b>  <b>3c) Attention to Applications:</b> 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.</p>	<p><b>Yes</b></p>	<p>and Unit 13, LSSM 1.OA.A.1 in Unit 12, and LSSM 1.OA.D.8 in Unit 13, 14, 15, and 16.</p> <p>Materials are designed so that students spend sufficient time working with engaging applications for Grade 1. Grade 1 has three application standards, LSSM 1.OA.A.1, 1.OA.A.2, and 1.MD.C.4. Units 14 and 15 focus on addition and subtraction word problems within 20 using equations, blocks, and diagrams as they add to, take from, put together, take apart and compare numbers. For example, in Unit 14, Lesson 5, Skill Sheet, students apply knowledge of subtraction to answer “The book return at the library contains 62 books. 20 are children’s books. The rest are adult books. How many adult books are in the book return?” (LSSM 1.OA.A.1). In Unit 14, Lesson 9, students solve the following problem, “Faith had some crayons. She gave her brother 5 crayons. Now she has 9 crayons. How many crayons did she have at the beginning?” Students are provided a start unknown equation along with counters to model and solve the problem (LSSM 1.OA.A.2 and 1.OA.A.2). In Unit 15, Lesson 4, students solve the following problem, “So far, 15 boys and 23 girls have entered the water park. How many more boys would have to enter to have the same number of boys as girls? Which number sentence shows what is happening in this problem?” Students are provided the choices <math>15 + 23 = ?</math> And <math>23 = 15 + ?</math> (LSSM 1.OA.A.1). Additionally, in</p>	

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			<p>Unit 5, Lesson 6, students use cubes to show three different ways to make a number. For example, students show 3 ways to make 16, including one way with three addends, and two ways with two addends. Students apply this understanding as they solve word problems on the Skill Sheet involving 3 whole numbers, such as “A bag has 3 red marbles. It has 2 blue marbles. It has 4 purple marbles. How many marbles are there in all?” and “A box has 6 blue blocks. It has 3 pink blocks. It has 2 yellow blocks. How many blocks are in the box?” (LSSM 1.OA.A.2). Another example of students engaging in application is in Unit 16, Lesson 8, as students create a tally chart to model “Carla has a bag of marbles. In her bag, Carla has 3 blue marbles, 5 red marbles, and 2 yellow marbles.” Students use the chart they created to answer “Which color marble does Carla have the most of?” and “How many marbles are in Carla’s bag?” (LSSM 1.MD.C.4).</p>	
	<p><b>Required</b>  <b>3d) Balance:</b> The three aspects of rigor are not always treated together and are not always treated separately.</p>	<p><b>Yes</b></p>	<p>It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. The balance of rigor is apparent in the design of the curriculum as each lesson in the curriculum has multiple sections to develop Grade 1 standards. The three components of rigor can be found in different parts of the lesson. For example, in the Skills Update and Get Ready sections, students have an opportunity to</p>	

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			<p>work with fluency standards for Grade 1. In Unit 16, Lesson 2, students focus on the conceptual understanding of putting shapes together to form new shapes (LSSM 1.G.A.2). Unit 16, Lesson 9 incorporates all three components of rigor as students use pictures and graphs to show information and then compare the data shown in the pictures and graphs (LSSM 1.MD.C.4). For example, in the Try It section, students organize data about gym toys in a picture graph and answer how many questions, including more or less questions. In Unit 12, Lesson 5, students order objects by length combining conceptual understanding and procedural skill and fluency (LSSM 1.MD.A.1). In Unit 1, Lesson 4, students engage in conceptual understanding and procedural skill and fluency. In the Get Ready section, students fluently count to 50. Then students engage in three Learn sections that develop conceptual understanding when counting using a numberline. Students finally apply their understanding of counting when answering "Count from 38 to 78" in the Try It section of Lesson 4 (LSSM 1.NBT.A.1).</p>	
<p><b>Non-negotiable</b>  <b>4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b>  Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.</p>	<p><b>Required</b>  <b>4a)</b> Materials address the practice standards in such a way as to enrich the content standards of the grade/course; practices strengthen the focus on the content standards instead of detracting from them, in both teacher and student materials.</p>	<p><b>Yes</b></p>	<p>Materials promote focus and coherence by connecting the practice standards with Grade 1 content. A Unit Guide accompanies each unit and lists the practice standards that are addressed within each lesson of that unit. In the Unit Guide, on the right hand side of the page,</p>	

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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>Standards for Mathematical Practice are listed for the lesson. In addition, the guide breaks down each mathematical practice, explains how they are addressed in the unit, and provides examples in the "Integration of Mathematical Practice Standards" section of the guide. For example, Unit 7, Lesson 4 states that the lesson will emphasize MP.1, 2, and 4 as students "using a balance model and cubes, find the missing addend in a number sentence." In Unit 7, Lesson 5, students utilize MP.1, 2, and 4 as they use cubes and a number line to find the missing addend in an addition number sentence (LSSM 1.OA.D.8). Additionally, in Unit 7, Lesson 6, students look for and make use of structure (MP.7) as they add frogs and realize that no matter of the order they add them in, the total remains the same, which can be applied to any number combination (LSSM 1.OA.D.8.). In Unit 12, Lesson 7, students engage in MP.2 and MP.6, after reading an e-book in which they compare objects using nonstandard measurements to compare items (LSSM 1.MD.A.1). In Unit 15, Lesson 4, students use appropriate tools strategically (MP.5) and look for and express regularity in repeated reasoning (MP.8) as they identify whether or not the question is asking to make equal parts, then find the number sentence needed to answer the question, and finally use base ten blocks to solve the</p>	

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			problems (LSSM 1.OA.A.1, 1.OA.D.8, 1.NBT.C.4).	
<b>Section II: Additional Criteria of Superior Quality</b>				
<p><b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b> 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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>5a)</b> Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.</p>	<p><b>Yes</b></p>	<p>Materials provide all students extensive work with grade level problems. Students solve grade level problems in each lesson within the curriculum. The lessons in the curriculum are broken into several sessions with options for additional practice in a printed version. The materials provide students the opportunity to work with problems in a variety of formats to integrate and extend concepts and skills. For example, in Unit 2, Lesson 2, there are 30 problems for students to solve in the Learn It and Try It sections. In the lesson, students work on telling time to the hour and half hour on analog and digital clocks (LSSM 1.MD.B.3). In Unit 3, Lesson 8, students solve 27 problems within the lesson to determine the unknown sum in an addition equation with a box that represents the unknown (LSSM 1.OA.D.8). In Unit 5, Lesson 5, students work on using methods such as counting on and using a number line or hundreds chart to find the sum in the following problem: "Coleman has 4 cookies. His friend gives him 5 more. Count on from 4 to find how many cookies Coleman has in all." (LSSM 1.OA.C.6). In Unit 13, Lesson 6, students work 18 problems in the lesson using base 10 blocks to model two-digit numbers in different ways and begin to understand</p>	

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			regrouping, reflecting the intent of LSSM 1.NBT.B.2.	
	<p><b>Required</b>  <b>5b)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.</p>	<p><b>Yes</b></p>	<p>Materials relate Grade 1 concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that students connect prior knowledge to new concepts in the Get Ready section of the digital lesson. For example, the Unit 10, Lesson 2, the Get Ready section begins with the practice of writing addition and subtraction sentences to represent everyday situations to connect previously learned skills so that students will be able to use addition facts to find the difference in related subtraction problems (LSSM 1.OA.B.4). In kindergarten, students learned to solve addition and subtraction problems within 10 using objects and drawings (LSSM K.OA.A.2). In Grade 1, students build upon this knowledge to find unknown addends in problems using commutative and associative properties (LSSM 1.OA.B.3). For example, in Unit 5, Lesson 8, students add three numbers by grouping the addends in the following problem, "5 + 6 + 4 = ." In kindergarten, students compared the length of two objects with a measurable attribute in common to see which object had more or less, then described the difference. In Grade 1, Unit 12, Lesson 5, students build upon prior knowledge to</p>	

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			<p>order three objects by length and compare the lengths of two objects indirectly by using the third object (LSSM 1.MD.A.1). In kindergarten, students learned how to add and subtract up to 5 (LSSM K.OA.A.5). Grade 1 builds on this in the beginning of the year by using the “count on” strategy utilized in Unit 5, Lesson 5. In that lesson, students add <math>23 + 4</math> on the Try It workbook pages. Students start at 23 and then count on to 27 (LSSM 1.OA.C.6).</p>	
	<p><b>5c)</b> Materials include learning objectives that are visibly shaped by LSSM cluster headings and/or standards.</p>	<p><b>Yes</b></p>	<p>Materials include learning objectives that are visibly shaped by LSSM cluster headings and/or standards for Grade 1. For example, in Unit 2, Lesson 2, students identify time to the hour using a digital clock and analog clock, reflecting the language and intent of LSSM 1.MB.B.3. In Unit 11, Lesson 4, the objective states “Determine the unknown subtrahend in a subtraction equation with a symbol representing the unknown, limited to three numbers, minuends less than or equal to 20,” reflecting the language of LSSM 1.OA.A.1. In Unit 8, Lesson 3, the objectives state for students to “identify the number that is one more than a given number; explain the meaning of addition or subtraction symbol; represent subtraction using objects, drawings, or explanations, limited to minuends up to 10.” The objectives match the language and intent for addition in standards LSSM 1.OA.B.3 and 1.OA.C.6. The objective for Unit 12, Lesson 5 includes “order three</p>	

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			objects according to length," reflecting the language and intent of LSSM 1.MD.A.1. In Unit 16, Lesson 2, students "compose a composite two-dimensional shape using rectangles, squares, trapezoids, triangles, half-circles, and/or quarter-circles; Decompose a composite two-dimensional shape into rectangles, squares, trapezoids, triangles, half-circles, and /or quarter circles," reflecting the language of LSSM 1.G.A.2.	
<p><b>6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:</b>          Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>6a)</b> Materials attend to the full meaning of each practice standard. Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. Alignments to practice standards are accurate.</p>	<p><b>Yes</b></p>	<p>Materials attend to the full meaning of each practice standard for Grade 1. For example, in Unit 10, Lesson 11, students answer "From your daily life, find three examples of subtraction that you can solve using strategies you learned in this unit." Students describe each example using one to two sentences, state the strategy they used to solve the subtraction problem, and explain why they chose that strategy to solve the subtraction problem. The prompted questions help students realize that doing mathematics involves solving problems, and discussing how they solve them demonstrates use of MP.1 (Make sense of problems and persevere in solving them). In Unit 9, Lesson 3, students engage in MP.2 (Reason abstractly and quantitatively) when using online flashcards for subtraction facts with minuends through 20 using mental strategies. In Unit 11, Lesson 6, students engage in MP.5 (Use appropriate tools strategically) when determining which</p>	



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			<p>subtraction strategy can be used to find the missing numbers in a subtraction sentence. In Unit 12, Lesson 1, students engage in MP.6 (Attend to precision) when describing coins by color, sizes, and picture to name and compare coins. In Unit 13, Lesson 2, students engage in MP.7 (Look for and make use of structure) when grouping objects into tens and ones to identify the number of tens and ones in each group of pictures in the Learn section of the digital lesson. In Unit 1, Lesson 6, students engage in MP.8 (Look for and express regularity in repeated reasoning) when counting by 10s through 100 and skip counting by tens and fives to complete a pattern. In doing this, students learn to look for repeated reasoning as every number they say begins or ends in a similar or patterned way. Another example of MP.8 is found in Unit 13, Lesson 9, when students learn to make groups of 10 to add two numbers. The teacher has students place 14 circles on one sheet of paper and 20 on another sheet. The teacher is prompted to state, "To add 14 and 20, move all the circles to the last sheet of paper and count them." Then the teacher asks, "What is 14 plus 20?" Continuing to do this repetitively allows students to see the relationship with tens and ones. For example, 1 ten and 2 tens will be 3 tens and 4 ones and 0 ones is 4 ones, for a total sum of 34.</p>	

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	<p><b>Required</b>  <b>6b)</b> Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-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.</p>	<p><b>Yes</b></p>	<p>Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key Grade 1 mathematics that is detailed in the content standards. Each lesson has a Try-Learn Routine. There are lessons embedded in each unit that allow students to discuss their solution strategies, explain and critique their reasoning. For example, in Unit 13, Lesson 8, students use cards 0-9 to create two-digit numbers. Students then discuss with a partner which number created is larger. When both students agree, a comparison symbol is recorded. Students explain to the partner a rule for comparing numbers using vocabulary words such as tens and ones and record their work. In the Unit 3, Lesson 10 Reflection section, students discuss their reasoning for creating number sentences containing certain numbers with a partner, then reflect on the meaning of the equal symbol and compare it to a balance. Students evaluate the accuracy of their work and articulate their understanding of symbols in writing. In Unit 4, Lesson 5, students construct viable arguments at the end of the quiz when describing the problems, the strategies used to solve the problem, and the reasons why they chose the strategy as they derived answers to the problems. In Unit 13, Lessons 8, 13, and 15, students make claims and defend or critique claims of others. For example, in Lesson 8,</p>	

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			<p>students form a rule determining whether a two-digit number is larger or smaller than another based on trials with a partner. They utilize specific terms to form the rule. In Lesson 15, students explain how and why they chose specific strategies in the digital lesson. They identify strategies used by a fictitious student and explain how the student solved the problem. In the Unit Guide, there are activities to engage students in problem solving. For example, in Unit 5, students engage in a task in which they collect 20-30 items and then separate the collection into 3-4 groups by type, color, etc. The teacher is prompted to “ask students to count the number of rocks in each group and write it on the outside of each baggie.” The teacher then prompts the discussion by asking students how many rocks they have in all. Students are to count on to find the total amount. If time permits, the teacher is to ask students to separate their collection in a different way. The students record a number sentence for their work. The teacher is prompted to ask, “Which two groups would you add first? Why?”</p>	
	<p><b>6c)</b> There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.</p>	<p><b>Yes</b></p>	<p>Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. The Unit Guide lists and explains thoroughly the role of the practice standards utilized in each lesson within a unit. The Unit</p>	

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			<p>Guide also has a section titled "Integration of Mathematical Practice Standards." The Unit Guide states, "These are the mathematical practice standards that are addressed in this unit with examples of how each standard is addressed." The Unit 10 Unit Guide states the use of MP.1, MP.2, MP.3, MP.4, MP.6 and MP.7. Each lesson within the unit lists specific math practice standards. For example, Unit 10, Lesson 10, lists use of MP.1 and MP.2. This same format is used in each Unit Guide throughout materials. Each Lesson Guide explains the MP that is focused on within that lesson and how it is utilized within the lesson. For example, the Unit 5, Lesson 2 Lesson Guide details "Although there are other Standards for Mathematical Practice addressed in this lesson, the focus of this activity is MP.5: Use appropriate tools strategically. In this activity, students use a number line in order to find 'one more.' Students learn that they count to the right one increment when they do this. They observe the relationship between two numbers that are one unit away from each other. In the future, students can use similar visual and tactile guides to help them keep track of their increasing numbers."</p>	
	<p><b>6d)</b> Materials explicitly attend to the specialized language of mathematics.</p>	<p><b>Yes</b></p>	<p>Materials explicitly attend to the specialized language of mathematics. The Lesson Guide lists and defines mathematical terminology under the "Keyword" section. For example, in Unit 3,</p>	

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			<p>Lesson 8, Lesson Guide, the keywords listed are “addition sentence: a number sentence that involves addition only” and “equality: state of being equal.” Students interact with these words in the Lesson Introduction of the digital lesson. In Unit 7, Lesson 2, students engage with the term “expressions” in the Learn section of the digital lesson. In Unit 13, Lesson 3, Lesson Guide, lesson vocabulary states use of “tens rod,” “ones cube,” and “place value.” In Unit 13, Lesson 8, students will “describe the meaning of the numbers 10, 20, 30, 40, 50, 60, 70, 80, or 90, as the composition of one, two, three, four, five, six, seven, eight, or nine 10s, using words, pictures or objects” (LSSM 1.NBT.B.2). Terms are written in bold, underlined purple font that are clickable in the digital lesson. Once clicking on the word, a pop up box appears on the screen with a definition and examples of the term. For example, in Unit 16, Lesson 8, the following words are bold on the Student Version, “tally chart, bar graphs, and data,” drawing attention to the terminology used to discuss organizing data in charts and graphs. Students are able to click on the word and read the definition that is displayed on the screen (LSSM 1.MD.C.4).</p>	
<p><b>7. INDICATORS OF QUALITY:</b> Quality materials should exhibit the indicators outlined here in order to give teachers and students the</p>	<p><b>Required</b> <b>7a)</b> There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way,</p>	<p><b>Yes</b></p>	<p>In the materials, students are asked to produce answers in a variety of ways. Students are asked to produce answers and solutions in arguments, explanations, diagrams, and other mathematical models.</p>	

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<p>tools they need to meet the expectations of the Standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>arguments and explanations, diagrams, mathematical models, etc.</p>		<p>For example, in Unit 7, Lesson 4, students begin with a digital lesson to find a missing addend. Students manipulate a digital scale to engage in the following problem: "Add cubes to the right side of the balance to make both sides equal and match the expression, <math>5 + 2 = 7</math>." Within the same lesson, students use hands-on manipulatives, such as cubes, to work problems on a worksheet. On the Unit 7 Checkpoint, students answer a variety of questions including multiple choice and fill-in-the-blank. Another example is evidenced in Unit 14, Lesson 1, students fill-in the blanks with correct answers. Students model the problems using base ten blocks to solve addition problems. In Unit 14, Lesson 14, students determine if the word problem is a comparing problem, then select the number sentence used to answer the problem. In Unit 17, students complete a unit project by composing two-dimensional shapes to create composite shapes, measuring lengths, comparing lengths, and using addition and subtraction for problem solving.</p>	
	<p><b>Required 7b)</b> There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of student responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion</p>	<p><b>Yes</b></p>	<p>Materials provide separate teacher materials that support and reward teacher study. The instructional materials provide teacher planning and guidance to support the instructional process. The digital teacher components are found in each unit. Each unit utilizes four tabs titled "Lesson List," "Materials," "Advanced Prep," and "Objectives." In the "Lesson</p>	

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	of desired mathematical behaviors being elicited among students.		<p>List" tab, lessons are clickable and state if an assessment is available for the lesson. In the "Materials" tab, the lesson is broken into required materials that the student, learning coach, and teacher can download or print. The "Advanced Prep" tab provides a pacing guide to each lesson and more explicit directives to effectively teach the lesson. The "Objectives" tab lists all objectives the lesson will address. The Unit Guide provided for each unit lists lessons, standards, mathematical practices application, and graded assignments and assessments for each unit. Teaching notes are also documented in the Unit Guide. For example, in Unit 15, Unit Guide, the teaching note states, "The First Grade LSSM limits word problem addition and subtraction to 20. Problems in this unit involving word problem addition and subtraction beyond 20 are for enrichment purposes and are not included in assessments." The guide details the fluency standards to be addressed within the unit, as well as pinpoints difficult concepts for misconceptions. An area within the Unit Guide titled "Supports for English Language Learners" identifies the resources provided within the unit. A Lesson Guide is also provided for each lesson in the materials that is broken into sections titled "Prepare," "Skills Update," "Get Ready," "Learn," and "Try It," reflecting what will be taught in the student digital lesson. In the Lesson Guide,</p>	

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			the objective, materials needed, and lesson overview are included. In the Overview, activities within the lesson are labeled as "online" or "offline," to inform the teacher where students will be working during the lesson. Any keywords for the lesson are also listed on the Lesson Guide.	
	<p><b>7c)</b> Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>	<p><b>Yes</b></p>	<p>Materials include support for English Language Learners and other special populations that is thoughtful and can help those students meet the same standards as all other students. The materials utilize multiple visual tools within the lesson such as number lines and charts to help students understand mathematical processes. In Unit 8, Lesson 1, students are introduced to the concept of subtraction. To help visualize and understand the concept of subtraction, taking away, students watch videos that illustrate subtraction problems, such as a group of six grasshoppers sitting on a log and two hopping away to show <math>6 - 2</math>. When new vocabulary is introduced, students have access to defined pop-ups that can be read and reviewed throughout the lesson. Lessons and problems can be read aloud using audio technology by clicking the "Read" button. For example, in Unit 13, Lesson 1, colorful animated slides are provided, called "Tens, Ones, and Estimation," to demonstrate with insects how to count by tens using ten frames. Support for English Language Learners is</p>	



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			<p>provided in the Unit Guides. For example, in Unit 7, support includes “Manipulatives, such as cubes, household objects, crayons, and other items students use to represent problems and concepts, will help English language learners develop their conceptual knowledge and vocabulary. Throughout unit 7, cube trains are used to provide students with the opportunity to compare and combine addends. Encourage students to talk about the cube trains as they touch them and look at them.”</p>	
	<p><b>7d)</b> The underlying design of the materials distinguishes between problems and exercises. In essence, the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.</p>	<p><b>Yes</b></p>	<p>The underlying design of the materials distinguishes between problems and exercises. Each lesson follows a sequence of multiple digital sections. Students develop new mathematical knowledge in the Learn sections and apply the newly learned mathematics in the Try It sections. For example in Unit 8, Lesson 5, students compare expressions (LSSM 1.OA.D.7). In the Learn section, students watch a video in which cubes are used to model expressions to help them determine if the expressions are equal. In the Try It section, students complete work online by clicking correct answers from a list to solve three problems such as “Which number sentence means the same as <math>4 + 3 = 7</math>?” In the next Learn section, students engage in an online activity in which they will select the missing number to make two expressions equal. In the Try It section, students complete eight problems on an</p>	

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			<p>offline worksheet. Some lessons include Learn it workbook pages followed by Try it workbook pages. Additional worksheets in the form of documents are also included to allow students adequate practice of newly learned skills. For example, in Unit 13, Lesson 14, students learn to compare two subtraction strategies, counting back on a number line and breaking apart numbers, and then apply this learning in a practice worksheet. (LSSM 1.OA.C.6 and 1.NBT.C.4).</p>	
	<p><b>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.</p>	<p><b>Yes</b></p>	<p>Lessons are appropriately structured and scaffolded to support student mastery using a gradual release model. Each lesson is constructed of multiple sections, Introduction, Skills Update, Learn, and Try It. In Unit 1, Lesson 7, students use the symbols for less than, equal to, or greater than to compare and order whole numbers through 100 (LSSM 1. NBT.B.3). The lesson begins with a connection to prior knowledge of comparing objects in the Get Ready section. Students engage in a fluency practice, answering taller/shorter and more than/less than questions in the Skills Update section. In the Learn section, students manipulate household items, such as straws, to work problems prompted by the online teacher. Finally, in the Try It section, students work on an offline worksheet to compare numbers independently. Additionally, in Unit 7, Lesson 2, students review different ways to show a number (LSSM 1.OA.C.6) in the</p>	

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			Get Ready section. This activity helps students prepare to add two or more numbers. Students attempt the problem "Draw 4 red stars, a plus symbol, 1 blue star, another plus symbol, and 1 yellow star, followed by an equal symbol." Then students respond to "What number do these pictures show?" Later, in Lesson 7, students make trains using unit cubes. Students use 9 red and 7 blue for $9 + 7$ . Students determine how many cubes there are. If the trains are flipped, putting blue first, students determine if the total changes. This leads into finding missing addends for $9 + 7 = \_ + 9$ .	
	7f) Materials support the uses of technology as called for in the Standards.	N/A	The LSSM does not call for use of technology for Grade 1.	
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a "No" for at least one of the Non-negotiable Criteria.				
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Non-negotiable Criteria of Superior Quality <sup>4</sup>	1. Focus on Major Work	Yes	Materials devote a large majority of time to the major work of the grade. In the materials, 90% of the lessons are focused on major content standards for Grade 1. Materials spend minimal time on content outside of Grade 1. In assessment materials, assessment components do not make students/teachers responsible for	

<sup>4</sup> Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

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			any topics before the grade in which they are introduced.	
	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 connect two or more clusters in a domain or two or more domains in Grade 1.	
	3. Rigor and Balance	Yes	Materials develop conceptual understanding of key mathematical concepts for Grade 1. Materials are designed so that students attain the fluencies and procedural skills required by the Standards for Grade 1. Materials are designed so that students spend sufficient time working with engaging applications for Grade 1. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. However, some of the Unit Guides incorrectly identify standards as fluency standards within the "Fluency" section, such as LSSM 1.OA.D.8 in Unit 8, LSSM 1.NBT.C.5 in Unit 9 and Unit 13, LSSM 1.OA.A.1 in Unit 12, and LSSM 1.OA.D.8 in Unit 13, 14, 15, and 16.	Standards called out in the Unit Guides were intended to reflect those identified in the <a href="#">Louisiana Focus Documents</a> as "FLUENCY EXPECTATIONS OR EXAMPLES OF CULMINATING STANDARDS." We've updated our Unit Guides to better reflect this categorization.
	4. Focus and Coherence via Practice Standards	Yes	Materials promote focus and coherence by connecting the practice standards with Grade 1 content.	
<b>II: Additional Criteria of Superior Quality<sup>5</sup></b>	5. Alignment Criteria for Standards for Mathematical Content	Yes	Materials provide all students extensive work with course-level problems. Students solve grade level problems in each lesson within the curriculum. Materials relate	

<sup>5</sup> Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I rating.

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			Grade 1 concepts explicitly to prior knowledge from earlier grades and courses. Materials include learning objectives that are visibly shaped by LSSM cluster headings and/or standards for Grade 1.	
	6. Alignment Criteria for Standards for Mathematical Practice	<b>Yes</b>	Materials attend to the full meaning of each practice standard for Grade 1. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key Grade 1 mathematics that is detailed in the content standards. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Materials explicitly attend to the specialized language of mathematics	
	7. Indicators of Quality	<b>Yes</b>	In the materials, students are asked to produce answers in a variety of ways. Materials provide separate teacher materials that support and reward teacher study. The instructional materials provide teacher planning and guidance to support the instructional process. Materials include support for English Language Learners and other special populations that are thoughtful and help those students meet the same standards as all other students. The underlying design of the materials distinguishes between problems and exercises. Lessons are appropriately structured and scaffolded to support	

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			student mastery using a gradual release model.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier I, Exemplifies quality</b>				

Appendix II.

Public Comments

There were no public comments submitted.