

Vendor: Zearn

Title: Zearn Math

You may watch the Textbook Commission appeals hearing here: <https://www.youtube.com/watch?v=lwoUx2W5bgY>. Zearn begins at 3:46:22.

Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
K	94%	<ul style="list-style-type: none"> Materials are developed to the standards and are related to grade level work. Each Mission and Topic Overview provides information about the standards covered and how they are connected to prior and future learning. There are multiple opportunities for open-ended tasks throughout each lesson. In Warm-Ups students engage with their teacher in a word problem intended to invite students into the day's lesson by bringing to the surface math concepts that are applicable to the new learning of the lesson. The materials also include Concept Explorations in which students are given multiple opportunities to choose how to represent and solve given problems, as well as share their thinking aloud and discuss classmates' problem-solving strategies. In addition, students are provided with Mid-Mission Assessment Tasks, End-of-Mission Assessment Tasks, and Culminating Tasks. Multiple Means of Representation, Multiple Means of Action and Expression, Multiple Means for Engagement 	75%	<ul style="list-style-type: none"> The math practice standards are embedded within the materials; however, they are not clearly identified in the teacher and student materials. The materials support students in discussing and articulating mathematical ideas. Within each lesson, students either write or verbally justify their thoughts, as well as discuss and articulate mathematical ideas. Lesson synthesis invites reflection conversations, writing, verbally justify, Collaborative Concept Exploration, Independent Digital Lessons. 	92%	<ul style="list-style-type: none"> In every lesson, materials include recommended supports, accommodations, and modifications for Students with Disabilities and English Language Learners that will support their regular and active participation in accessing on grade level material. The materials utilize the strategies aligned to one of the three principals - Multiple Means of Engagement, Multiple Means of Representation, and Multiple Means of Action and Expression - and includes suggested strategies to increase access for all students. Print materials include warm-up, fluency and word problem, concept exploration, and wrap up.
1	91%	<ul style="list-style-type: none"> Materials are developed to the standards and are related to grade level work. Each Mission and Topic Overview provides information about the standards covered and how they are connected to prior and future learning. There are multiple opportunities for open-ended tasks throughout 	79%	<ul style="list-style-type: none"> The math practice standards are embedded within the materials; however, they are not clearly identified in the teacher and student materials. The materials support students in discussing and articulating mathematical ideas. Within each lesson, students either write or verbally justify their thoughts, as 	92%	<ul style="list-style-type: none"> In every lesson, materials include recommended supports, accommodations, and modifications for Students with Disabilities and English Language Learners that will support their regular and active participation in accessing on grade level material. The materials utilize the strategies aligned to one of the three principals - Multiple Means of Engagement, Multiple Means of Representation, and Multiple Means of Action and Expression - and

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		<p>of-Mission Assessment Tasks, and Culminating Tasks.</p> <ul style="list-style-type: none"> Multiple Means of Representation, Multiple Means of Action and Expression, Multiple Means for Engagement 				
3	72%	<ul style="list-style-type: none"> Although not labeled specifically as "tasks", each lesson provides multiple opportunities for students to work on real life problems using multiple solution pathways. These opportunities are found in both the teacher-led activities and the independent online activities. Specifically, these can be found in the Mid-Mission Assessment and End of Mission Assessment with details scoring rubrics provided to supply guidance on student mastery and progression toward mastery. Many exit tickets for daily lessons include a task. Educators are provided with a Mission Overview that includes explanations and models of the major understandings and progression of the Mission. Also included are notes on terms and how they are frequently misused. On the digital platform, teachers have access to PD videos explaining important concepts of each Lesson. Throughout each individual lesson, notes are embedded to provide important skills and concept elated information to the educators. These also include pictures of Sample Teacher Boards, which model the math appropriately. Text promotes and connects multiple representations. Teacher explanations are provided in the whole group and small group instruction. This program does mostly move from concrete, to representational, to abstract. Often instruction begins with pictures instead of hands on. 	54%	<ul style="list-style-type: none"> Student verbal responses are asked for in the Concept Explorations section of lessons, but students are only asked to explain their thinking, tell why, justify, etc., in exit tickets for lessons late in the year. Vocabulary is defined and bolded throughout the lessons. Questions for teachers to pose to students are listed throughout the lessons. In Small Group Instruction, students are asked to share thoughts with their partner and to discuss processes. 	75%	<ul style="list-style-type: none"> The curriculum offers many ways to meet the needs of all learners. There are concrete math manipulatives, then representational, then abstract. There are also small group intervention and acceleration ideas for all students.
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6	93%	<ul style="list-style-type: none"> Content from prior grades is identified or connected to grade level work. Multiple entry points are in all 3 components of the daily lesson. In the teacher's edition, it has strategies for errors and common misconceptions. Materials explore new concepts using multiple representations. Tasks are embedded in each lesson. Each lesson has a minimum of three tasks - Warm-Up, Concept Exploration (at least 2), the printed "Digital Lesson" and the Exit Ticket. Tasks ask students to reason and justify their response, therefore each task has multiple entry-points. Some tasks are independent, and some are designed for partners or groups. 	83%	<ul style="list-style-type: none"> Students must engage in mathematical discourse with the teacher and other students and students are required to express mathematical ideas on paper. Math vocabulary is consistent throughout the lessons. A terminology section is included in the student books at the end of each Mission. Every lesson includes the opportunity for students to write and verbally justify their thoughts. Terms such as "explain," "justify," "in your own words," "discuss," etc. can be seen in every student lesson in the warm-up, concept exploration, and/or exit ticket. 	92%	<ul style="list-style-type: none"> In the teacher's edition course guides, there are numerous supports and frameworks to support ELL students and modifications for inclusion students. Each lesson contains a box in the teacher edition with recommended differentiation for "Support for English Language Learners." They include reading, writing, and speaking strategies, visual aid suggestions, guidance on sentence starters, discussion supports, etc. Mathematical Language Routines (MLR) are cited in each box and referenced in Appendix II of the Course Guide. Each lesson contains a box in the teacher edition with recommended differentiation strategies for "Support for Students with Disabilities." They include reading aloud and allowing extra processing time, helping students to make connections, providing visual aids and graphic organizers, demonstration suggestions, etc. Each support is made in grade level context and within the lesson.

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