

Vendor: Great Minds

Title: Eureka Math Squared TN Edition

Great Minds materials passed the Textbook Commission on first review, therefore, they did not appeal any materials. If you would like to watch the appeals session before the Textbook Commission to see those publishers who did appeal, the hearing can be found

here: <https://www.youtube.com/watch?v=lwoUx2W5bgY>

Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
K	80%	<ul style="list-style-type: none"> <li>Each unit contains an overview that includes what students learned before this module. Each lesson begins with some fluency practice, often as a way to review previous learning concepts. The connections from work in prior grades/earlier in current grade are often unclear in the teacher materials.</li> <li>In each unit, or module, there are at least three tasks. At least three tasks in Modules 1-6 have multiple entry points and can be solved using a minimum of 2 solution strategies and/or representations. These are often found in the Launch and Land pieces of the lesson.</li> <li>The beginning of each unit contains a few pages in the teacher guides that provide educative support to help teachers understand the standards and strategies that are being taught (Why? pages). The beginning of each topic in each unit also gives the teacher more support in the standards and strategies being taught.</li> <li>Teacher notes and differentiation side notes address misconceptions and suggestions and scaffolds to correct them.</li> </ul>	75%	<ul style="list-style-type: none"> <li>The teacher materials clearly stated which SMP students would be using in each lesson. It can be found in teacher notes in the margin. These notes give specific prompts for how to address the MPS. The student materials do not make mention of the SMP.</li> <li>The materials support students in discussing and articulating mathematical ideas. Within each lesson, students can verbally justify their thinking. In independent practice, students may justify their thinking through mathematical drawings and models. In first grade, students learn to justify their thinking in writing as well.</li> <li>The SMP are not clearly labeled in student material but are present in teacher material.</li> </ul>	92%	<ul style="list-style-type: none"> <li>In every lesson, the materials include recommended supports, accommodations, and modifications for Students with Disabilities and English Language Learners that will support their regular and active participation in accessing on grade-level material. This is either through Language Support or Differentiation in the margins of each lesson.</li> </ul>
1	85%	<ul style="list-style-type: none"> <li>Each unit contains an overview that includes what students learned before this module. Each lesson begins with some fluency practice, often to review previous learning concepts. The connections from work in prior grades/earlier in current grade</li> </ul>	75%	<ul style="list-style-type: none"> <li>The teacher materials clearly stated which SMP students would be using in each lesson. It can be found in teacher notes in the margin. These notes give specific prompts for how to address the MPS. The student materials do not make mention of the SMP.</li> </ul>	92%	<ul style="list-style-type: none"> <li>In every lesson, the materials include recommended supports, accommodations, and modifications for Students with Disabilities and English Language Learners that will support their regular and active participation in accessing on grade-level material. This is either through Language Support or Differentiation in the margins of each lesson.</li> </ul>

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2	80%	<ul style="list-style-type: none"> <li>• Each unit contains an overview that includes what students learned before this module. Each lesson begins with some fluency practice, often to review previous learning concepts. The connections from work in prior grades/earlier in current grade are often unclear in the teacher materials.</li> <li>• In each unit, or module, there are at least three tasks. At least three tasks in Modules 1-6 have multiple entry points and can be solved using a minimum of 2 solution strategies and/or representations. These are often found in the Launch and Land pieces of the lesson.</li> <li>• The beginning of each unit contains a few pages in the teacher guides that provide educative support to help teachers understand the standards and strategies that are being taught (Why? pages). The beginning of each topic in each</li> </ul>	75%	<ul style="list-style-type: none"> <li>• The teacher materials clearly stated which SMP students would be using in each lesson. It can be found in teacher notes in the margin. These notes give specific prompts for how to address the MPS. The student materials do not make mention of the SMP.</li> <li>• The materials support students in discussing and articulating mathematical ideas. Within each lesson, students can verbally justify their thinking. In independent practice, students may justify their thinking through mathematical drawings and models. In first grade, students learn to justify their thinking in writing as well.</li> <li>• The SMP are not clearly labeled in student material but are present in teacher material.</li> </ul>	92%	<ul style="list-style-type: none"> <li>• In every lesson, the materials include recommended supports, accommodations, and modifications for Students with Disabilities and English Language Learners that will support their regular and active participation in accessing on grade-level material. This is either through Language Support or Differentiation in the margins of each lesson.</li> </ul>

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3	83%	<ul style="list-style-type: none"> <li>Materials give students opportunities to work problems within each lesson. Problems sometimes fall outside of the breadth of the standard.</li> <li>Materials use high quality visual representations, provide manipulatives behind each lesson when needed, and provide abstract solutions when appropriate.</li> <li>Each module (unit) includes at least three math tasks where students can think and discuss deeply about the grade level math. These are often early in the "Learn" part of a lesson.</li> <li>The materials do not always represent the full breadth of the standard.</li> <li>The materials do not consistently identify common student misconceptions or present guidance on how to instructionally address them. Some of this information/support can be found in the Teacher Resources at the lesson level in a side bar called "Teacher Note". These are not consistently used for the purpose of identifying misconceptions or supporting teachers in addressing them.</li> <li>Educative supports for teachers can be found throughout the materials. Specific examples include the Module Overview, each module's "Why" section, and each topic's introduction.</li> <li>Materials provide multiple representations for standards where multiple representations are appropriate and beneficial.</li> </ul>	88%	<ul style="list-style-type: none"> <li>SMP are clearly identified in the teacher materials but are not present in the student materials.</li> <li>Math vocabulary is evident and aligned. Grade level vocabulary is collected in each lesson and at the end of each module.</li> <li>Materials have partner practice and discourse embedded. Students typically write to respond to the last question of each problem set or in the Debrief.</li> <li>All eight math standards are represented in each module (unit).</li> <li>The student "Learn" workbook includes a "Talking Tool" with sentence frames/starters to help students share their thinking, explain why they agree or disagree, ask for reasoning, and restate new learning. It also includes a place to record key vocabulary with an interchangeable post-it notes for these conversations. A variety of open-ended questions are included in the Learn workbooks for students to explain their thinking. And the teacher resource supports students discussing/articulating their ideas with dark blue questions which are essential to the lesson and bulleted advancing/assessing questions. There is also a routine featured in these materials called "stronger, clearer each time" that encourages students to refine their written responses.</li> <li>Each lesson has a correlation to a SMP.</li> </ul>	92%	<ul style="list-style-type: none"> <li>Recommended supports are included in each lesson on the side of lesson in the blue notes.</li> <li>All materials that were presented to me were presented in both digital and print formats. The digital format allowed me to print if needed.</li> </ul>
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