

Into Math TX — Vendor Guidelines Playbook

Learning Goals

Purpose: To help students self-assess confidence and to clarify lesson objectives.

Checklist:

- Includes I Can statement (student-friendly, bold math vocabulary).
- Provides rating scale (I don't understand / I need more practice / I've got it).
- TE starts with boilerplate for routine.
- Clarifies new vocabulary using glossary definitions.
- Includes 3–5 steps (read aloud, clarify terms, students self-assess, review results, revisit).

Sample:

SE Example: I can compose two-dimensional shapes with given properties. TE Example: Clarify 'compose' means to put together shapes to form a new one.

Before You Teach

Purpose: To provide teachers with conceptual depth, prerequisite knowledge, objectives, standards, and supports.

Checklist:

- Contains 'What should I understand about math?' (≤ 420 chars, 3 bullets).
- Includes Prior Learning (3 bullets, lowercase starts).
- States Focus Standard verbatim (TEKS breakout).
- Includes ELPS code + text.
- Lists Learning Objective + Language Objective.
- Provides 3 Future Connections ('will...' phrasing).
- Lists Manipulatives (per student, per group, digital).

Sample:

TE Example: Emphasize attributes such as sides and angles when composing shapes.

Spark Your Learning (SYL)

Purpose: To introduce a lesson concept using prior knowledge and problem-solving routines.

Checklist:

- SE problem ≤ 120 words, solvable with prior knowledge.
- Bold math vocabulary, ends with 'Show your thinking'.
- Include Spec Type, Description, and Alt Text if visual.
- Turn & Talk included with annotation.
- TE starts with boilerplate + MLR6 Three Reads.

- Spark Discussions: Common Error (error + script + 3 ASK Qs).
- Spark Discussions: Deepening Thinking (correct example + 3 ASK Qs).
- Turn & Talk TG included.
- ML scaffolds at 3 proficiency levels (Emerging, Expanding, Bridging).
- Includes 1 UDL strategy and vocabulary clarification.

Sample:

SE Example: Maria has 2 triangles and 1 square. How can she make a house shape? TE Example: ASK: What numbers are important? Possible answer: 2 triangles, 1 square.

Review Spark Your Learning

Purpose: To revisit the Spark Your Learning problem and guide reflection.

Checklist:

- SE restates Spark Your Learning with a reflection Q (e.g., 'How would you check your work?').
- Spec Type, Description, Alt Text included if visual.
- TE starts with boilerplate 'NOW, review Spark Your Learning' .
- Includes at least 3 ASK questions about checking work/operations.
- Closes with feedback guidance.
- Integrates ML strategy (peer/group sharing, respectful conversation).

Sample:

TE Example: ASK: What operation would you use to check division? Possible answer: Multiplication.

Quick Check

Purpose: To formatively assess mastery of the lesson's Learning Goal and Language Objective.

Checklist:

- Interactions numbered (Interaction 1, 2...).
- Each Interaction includes Manuscript + annotation.
- Spec Type + Description if visual.
- TE starts with boilerplate 'NOW, use the Quick Check' .
- Includes Language Objective reference.
- ML strategy tied to ELPS included.
- Optional: UDL or Common Error support.

Sample:

SE Example: There are 46 swimmers and 7 lanes. How many swimmers per lane? TE Example: NOW, use the Quick Check... Ask students to orally explain repeated subtraction.

Tasks

Purpose: To provide scaffolded practice aligned to TEKS, progressing in rigor, with SE/TE parity.

Checklist:

- SE includes problem stem ≤ 150 words.
- Sub-items A, B, C... with annotation.
- Spec Type, Description, Alt Text included if visual.
- Turn & Talk included.
- TE starts with boilerplate + Three Reads.
- TG Questions match each SE sub-item (≤ 5 each).
- NEXT: Process Standard verbatim + support notes.
- Ends with boilerplate 'NOW, have students solve the problem'.
- Supports: Turn & Talk TG, MLR routine, ML/UDL/Common Error.
- Task 1 only: Includes DOK Levels 1, 2, 3 with annotations.

Sample:

SE Example: Lisa has \$50 to buy goggles that cost \$8 each. How many can she buy? TE Example: ASK: What numbers are important? Possible answer: 50 and 8.

Practice On Your Own (POYO)

Purpose: To give students independent practice and provide TE with Item Guides and Rubrics.

Checklist:

- SE Interactions labeled (Interaction 1, 2...).
- Each Interaction includes Manuscript + annotation.
- Spec Type + Description included if visual.
- TE includes Item Guide (Item #, DOK, Task Alignment).
- TE includes at least one Rubric (2/1/0 points + sample answers).
- At least one rubric aligned to a modeling/visual item.

Sample:

SE Example: Use repeated subtraction to solve $46 \div 5$. Possible answer: 9 r 1. TE Example: Item Guide: 3a — DOK 2 — Task 2. Rubric: 2 pts for complete number line model, 1 pt partial, 0 pts incorrect.