



How to use this guide

Use this guide alongside the IMRA citation or a correlation document found on our [InsightMath Texas Reviewer Site](#).

In the IMRA citation or the correlation document you are referencing, the “Description of Location” will indicate whether you will be evaluating part of an Investigation, Lesson, unit assessment, or a PDF page. Skip to the directions that will best suit your purpose after referencing this information.

Know before you begin

The InsightMath Texas Lesson Platform offers features that help teachers facilitate classroom discussions and monitor student learning pace. Since these features require active student participation during lessons, you will not be able to access certain actions in the Details section of the activity, such as:

- “Use the Share with Class action...”
- “Display the poll results.”
- “Look Up feature”

To learn more about these features, refer to the [InsightMath Texas Program Introduction Guide](#).

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Option A. Review via the Lesson Platform

Follow the steps in this section to evaluate Lesson or Investigation content via the Lesson Platform.

Optionally, you can view the lesson information within the lesson outline. To do so, skip to page 12 after completing step 2.

1. Click the URL linked in the citation or correlation to navigate to the lesson outline, and identify the content you need to review.

Audience	Type	Component Title	Page Number	URL (optional)	Citation Number
Student	narrative	Digital Teacher Guide Grade 1 Unit 5 and Educator Console Investigation		View Url	10567786
Description of location					
Investigation: Investigating Equality ❶ Scroll down to review the Lesson Outline Identify Slide P2 and read the activity description to gain a sense of the purpose of the activity. ❷ Scroll back up to the top of the page Click "Start" button Click "Start Lesson" tab at the top of the screen Click Slide P2 thumbnail Click "Lesson Notes" icon at the bottom left of the screen View Details 1, 2, 3, 4, 5, 6; Discourse Questions Interact with the slide					

Audience	Type	Component Title	Page number	URL (optional)	Citation Number
Student	activity	Digital Teacher Guide Grade 1 Unit 3 Lesson and Educator Console 1		View Url	10502236
Description of location					
Lesson 1: Comparing and Ordering Lengths ❶ Scroll down to Standards Click ⊕ to expand the section Click "ELPS" tab Review description under ELPS.2.B SE ❷ Scroll down to review the Lesson Outline Identify Slides RC1 → RC2 and read the activity description(s) to gain a sense of the purpose of the activity(ies). ❸ Scroll back up to the top of the page Click "Start" button Click "Start Lesson" tab at the top of the screen to see the Lesson Navigation Panel Click Slides RC1 → RC2 thumbnail(s) Click "Lesson Notes" icon at the bottom left of the screen to see Details, Look Fors, and Discourse Questions for Slides RC1 → RC2 Interact with the slide(s) Note: if viewing more than one slide, click the tab centered at the top of the screen and you will be brought back to the Lesson Navigation Panel. From there you can click the next thumbnail in Slides RC1 → RC2					

Evaluate within a Lesson

- Now you will see the lesson outline of a Lesson or Investigation. Scroll down to find the content you need to review.

The screenshot shows the InsightMath Texas website interface. The browser address bar displays the URL: tx-review2025.stmath.com/raft/edinsight/0.3.434/#/insight/lesson!/grade=1&unit=251&cluster=45&les... The page header includes the InsightMath Texas logo, navigation links for Home, Curriculum, Resources, and Support, and a user profile for Prof. Fred Flintstone. The breadcrumb trail reads: InsightMath > Grade 1 Overview > Unit 3 > Cluster 1 > Lesson.

The main content area is titled "1st Lesson 1: Comparing and Ordering Lengths" with a dropdown arrow and an "Actions" button. Below the title, there is a "Not Needed" button, an "Expand All Sections" link, and a "Start" button. A "Preview" button is also visible.

The lesson outline includes the following sections:

- Launch (7 Min)
- Explore (19 Min)
- Reflect and Connect (4 Min)
- Workshop Time (15+ Min)

The lesson description states: "In this lesson, students directly compare and order objects by length. The importance of carefully aligning one end of each object is reinforced as the understanding that length represents the distance from one end of an object to another. Students use length-related language (e.g., *longer*, *longest*, *shorter*, *shortest*) to make comparison statements and describe how the lengths of the objects compare."

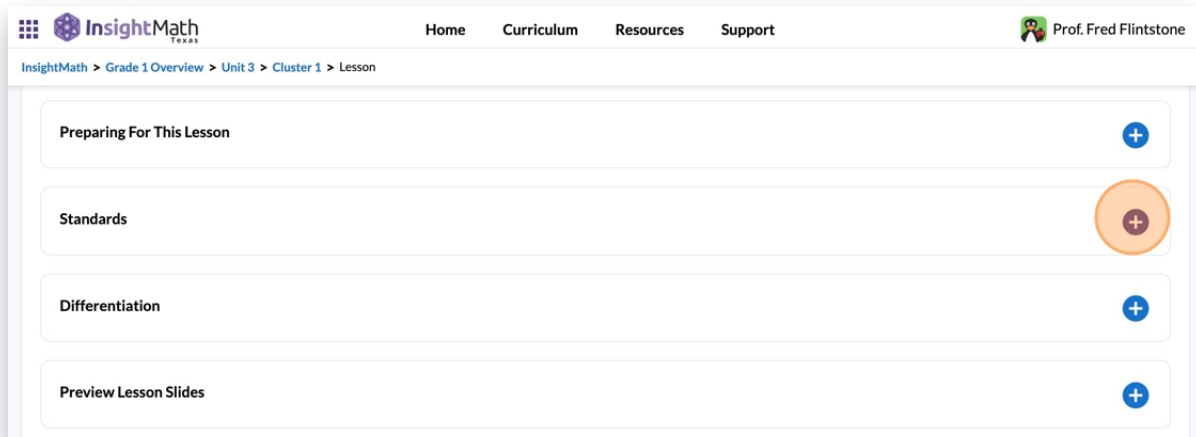
Important: Students will often use the words *bigger* and *smaller* to refer to length, height, weight, area, capacity, or volume interchangeably. In this unit, if students use *bigger* or *smaller*, consider redirecting with more precise language. For example, if a student says, "A book is bigger than a pencil" when discussing length, say, "Yes, the book is longer than a pencil."

Lesson Objectives

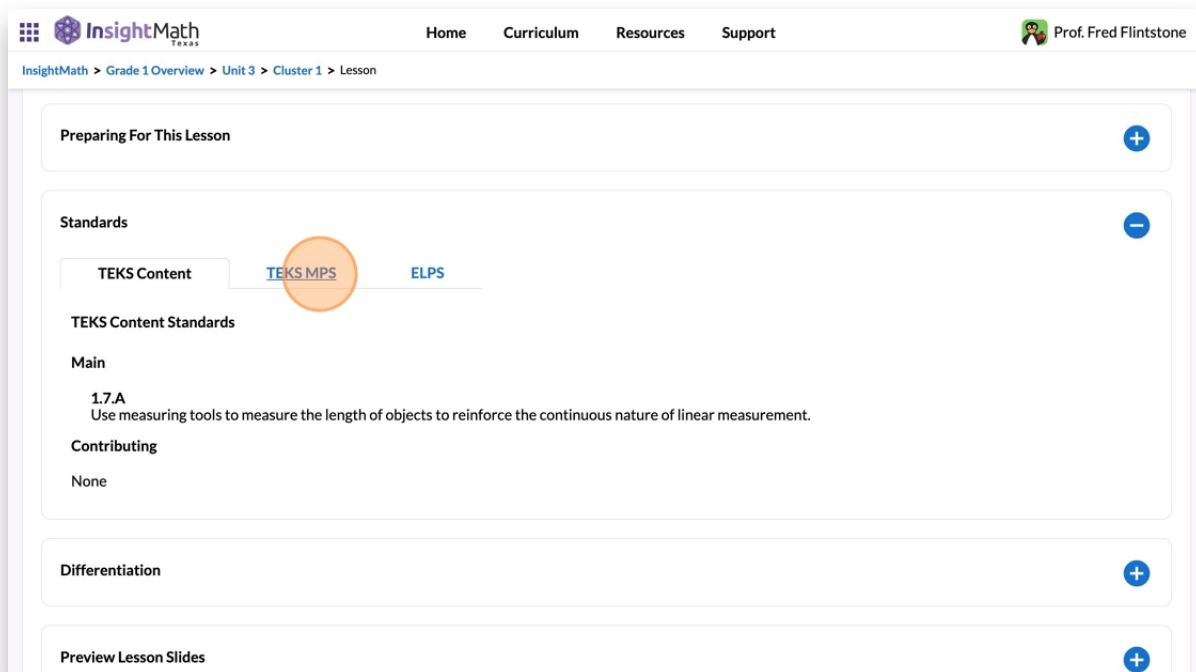
- Students directly compare the lengths of two objects.
- Students order three or more objects by length.

Evaluate within a Lesson

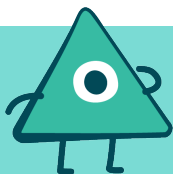
- To review sections like "Standards," click ⊕ to expand. Then, click on the **tab** you need to review.



The screenshot shows the InsightMath Texas interface. At the top, there is a navigation bar with "Home", "Curriculum", "Resources", and "Support". The user is identified as "Prof. Fred Flintstone". The breadcrumb trail reads "InsightMath > Grade 1 Overview > Unit 3 > Cluster 1 > Lesson". Below this, there is a list of sections: "Preparing For This Lesson", "Standards", "Differentiation", and "Preview Lesson Slides". Each section has a plus icon to its right. The "Standards" section's plus icon is highlighted with an orange circle, indicating it is the next step to click to expand.



The screenshot shows the InsightMath Texas interface with the "Standards" section expanded. The "Standards" section now shows a minus icon to its right. Below the "Standards" section, there are three tabs: "TEKS Content", "TEKS MPS", and "ELPS". The "TEKS MPS" tab is highlighted with an orange circle. Below the tabs, the "TEKS Content Standards" are listed under "Main": "1.7.A Use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement." Under "Contributing", it says "None". Below the "Standards" section, there are still "Differentiation" and "Preview Lesson Slides" sections, each with a plus icon to its right.



If you are reviewing slides such as (E1, P2, etc), continue to step 4. Alternatively, you can skip to page 12 to evaluate information via the lesson outline.

Evaluate within a Lesson

4. Scroll to find the slide(s) you are evaluating and read the activity description(s).

Each slide is tagged with the first letter(s) of the section it is in.

For Lessons, those sections are:

L - Launch

E - Explore

RC - Reflect and Connect

For Investigations, those sections are:

P - Play

I - Investigate

W - Wonder

Describing Lengths (4 Min)

As a class and then in a small group, students order three objects from shortest to longest. They work accurately to compare these lengths, carefully aligning one end of each object and making reference to the distance between the start and end point. Students then make comparison statements to describe how the lengths of the objects compare.

Reflect and Connect (4 Min)

Describing Lengths (4 Min)

Students reflect on the comparative language they have been practicing by comparing the lengths of three objects in as many ways as possible.

Workshop Time (15+ Min)

Longer And Shorter (10 Min)

Playbook assignments extend math learning by providing students with puzzles and problem-solving tasks to practice a concept they have learned in

Evaluate within a Lesson

5. If you are evaluating a slide, scroll to the top of the page and click **Start**.

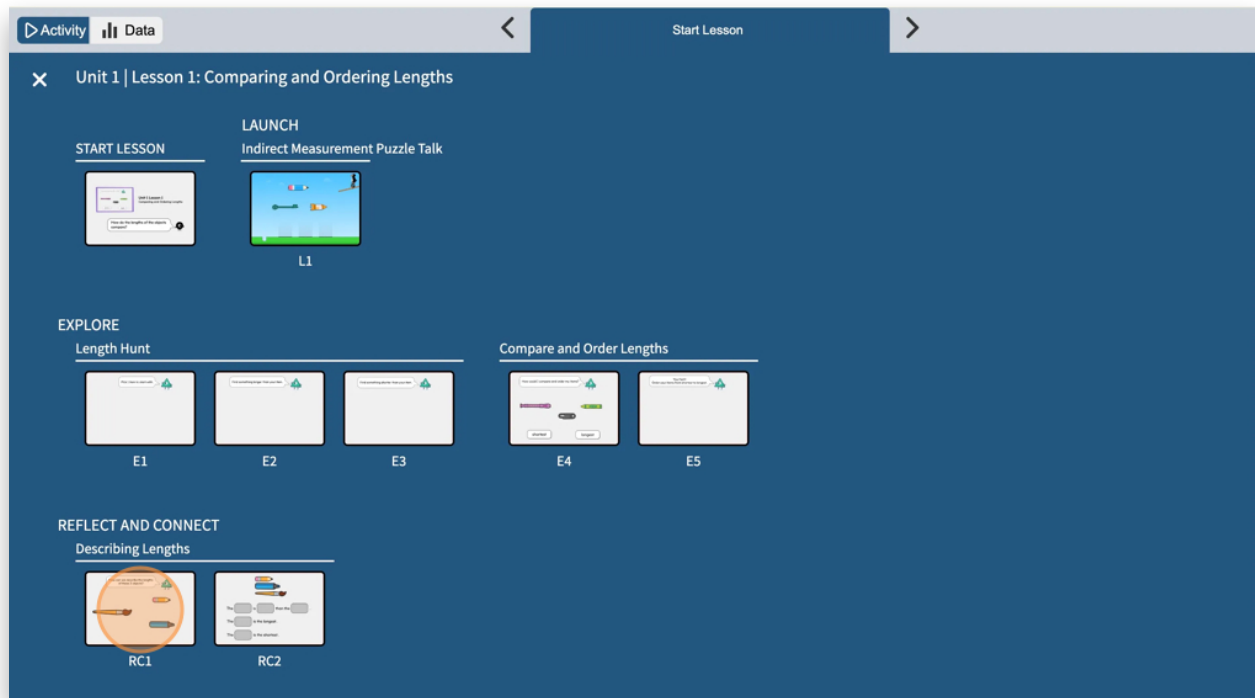
The screenshot shows the InsightMath Texas interface. At the top, there are navigation links for Home, Curriculum, Resources, and Support, along with a user profile for Prof. Fred Flintstone. The breadcrumb trail indicates the current location: InsightMath > Grade 1 Overview > Unit 3 > Cluster 1 > Lesson. The main heading is '1st Lesson 1: Comparing and Ordering Lengths'. Below the heading, there are several interactive elements: a 'Not Needed' button, an 'Expand All Sections' link, and a 'Start' button. There are also four activity cards: 'Launch 7 Min', 'Explore 19 Min', 'Reflect and Connect 4 Min', and 'Workshop Time 15+ Min'. A 'Preview' button is also visible. The main content area contains a paragraph describing the lesson's focus on comparing and ordering objects by length, and an 'Important' note about using precise language like 'longer', 'longest', 'shorter', and 'shortest'.

6. A new tab will open with the Lesson Platform. There are two ways you can navigate on the Lesson Platform:
 1. Click on the **Navigation Bar** at the top. The Navigation Bar will name where you are in the lesson. The first slide will always say "Start Lesson."
 2. Click the **arrows** to the right and left of the Navigation Bar to advance to the next slide or return to the previous slide.

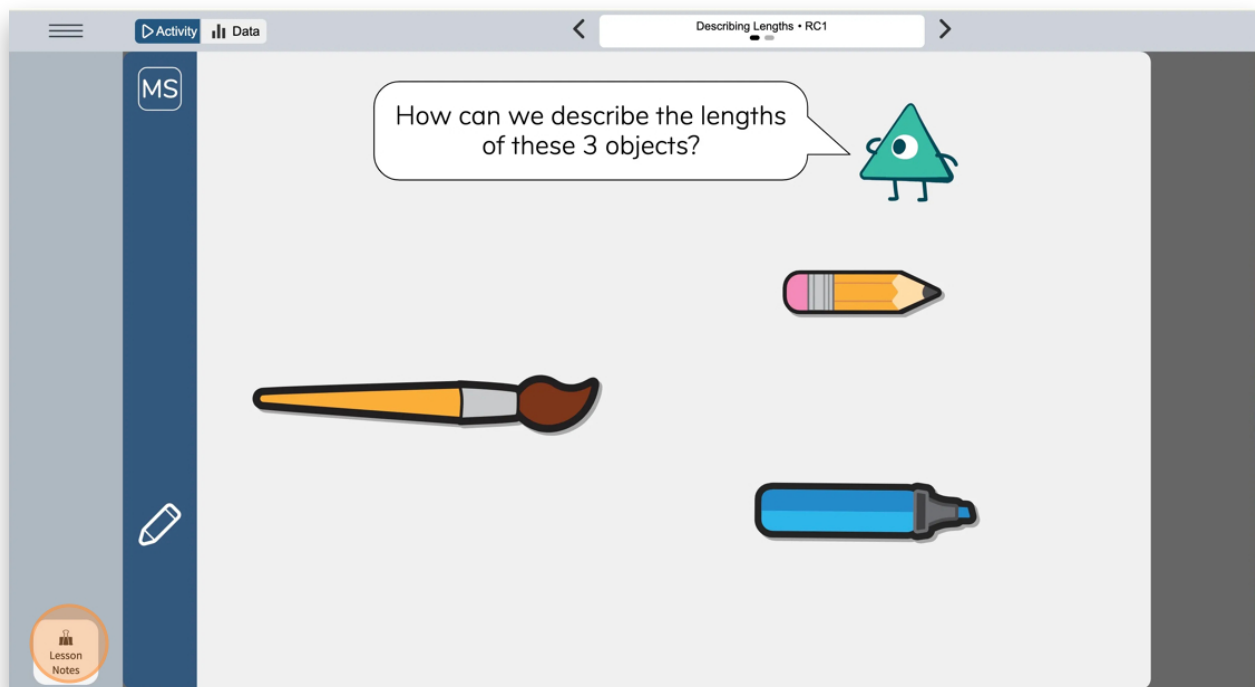
The screenshot shows the Lesson Platform interface. At the top, there is a navigation bar with a left arrow, a 'Start Lesson' button, and a right arrow. Below the navigation bar, there is a slide titled 'Unit 1 Lesson 1 Comparing and Ordering Lengths'. The slide content includes a question: 'How could I compare and order my items?' with a cartoon character. Below the question, there are three items: a pink pencil, a paperclip, and a green crayon. At the bottom of the slide, there are two buttons: 'shortest' and 'longest'.

Evaluate within a Lesson

- When you click on the **Navigation Panel**, it will display thumbnails of all the activities in the lesson. Identify the slide you need to evaluate. Then, click on its **slide thumbnail**.



- Now you will see the slide on the screen. On the bottom left corner, click **Lesson Notes**.



Evaluate within a Lesson

- Review the **Details, Look Fors, and Discourse Questions** from the **Lesson Notes Panel** and interact with the features and objects on the screen.

4 Mins

Reflect and Connect Describing Lengths • RC1

Close All

MS

How can we describe the lengths of these 3 objects?

1. Ask, "How can we compare the lengths of these three objects?"
a. Move the [paintbrush / pencil / marker] magnets as directed by the students.

2. Students think independently and discuss with a partner.

Look Fors

Look for students who do the following:

- align one end of each object to make direct comparisons
- make reference to the distance between the start and end point of each object
- make full comparative statements (e.g., "The paintbrush is longer than the pencil" instead of "The paintbrush is longer")
- make complementary comparisons (e.g., "The paintbrush is longer than the pencil", "The pencil is shorter than the paintbrush")
- use the terms *longer*, *longest* and *shorter*, *shortest* to refer to length rather than *bigger* and *smaller*

Lesson Notes

How can we describe the lengths of these 3 objects?

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10. Some citations may require you to play through puzzles, review Argumenteers, or navigate through multiple activities or problems within a slide.

ST Math Puzzles

Audience	Type	Component Title	Page number	URL (optional)	Citation Number
Student	narrative	Digital Teacher Guide Grade 1 Unit 5 Lesson and Educator Console 7		View Url	10502211
Description of location					
Lesson 7: Using the Associative Property of Addition Strategically 1 Scroll down to review the Lesson Outline Identify Slide L1 and read the activity description to gain a sense of the purpose of the activity. 2 Scroll back up to the top of the page Click "Start" button Click "Start Lesson" tab at the top of the screen Click Slide L1 thumbnail Click "Lesson Notes" icon at the bottom left of the screen View Details 2a; Discourse Questions Play puzzle(s) 1→2 by interacting with the puzzle and clicking the green arrow button					

Argumenteers

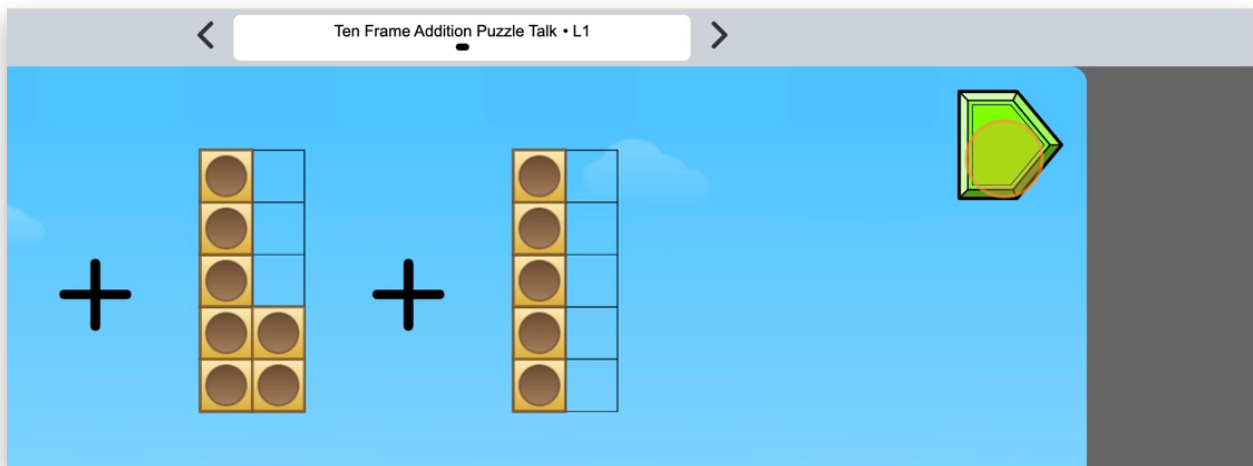
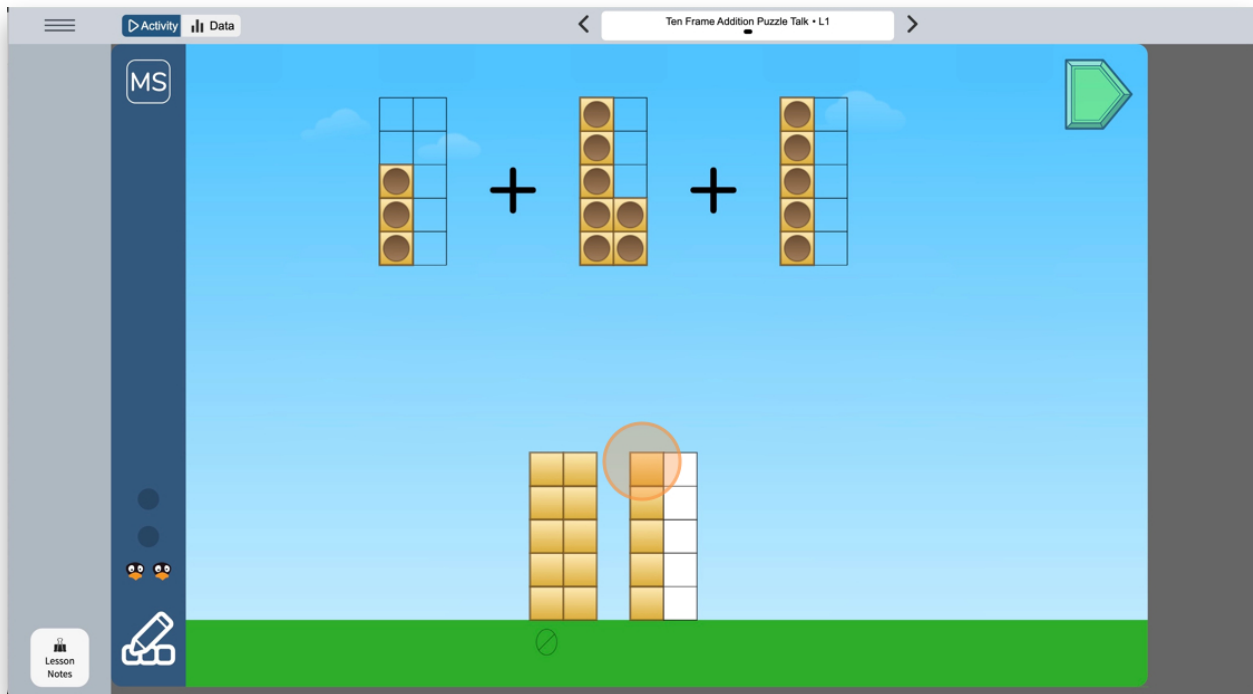
Audience	Type	Component Title	Page number	URL (optional)	Citation Number
Student	narrative	Digital Teacher Guide Grade 1 Unit 5 Lesson and Educator Console 7		View Url	10502211
Description of location					
Lesson 7: Using the Associative Property of Addition Strategically 1 Scroll down to review the Lesson Outline Identify Slide E2 and read the activity description to gain a sense of the purpose of the activity. 2 Scroll back up to the top of the page Click "Start" button Click "Start Lesson" tab at the top of the screen Click Slide E2 thumbnail Click "Data" tab on the top left of the screen Click on Argumenteer 1 thumbnail(s) to enlarge Click "Lesson Notes" icon at the bottom left of the screen View Details 2a; Discourse Questions					

Slide Sequence

Audience	Type	Component Title	Page number	URL (optional)	Citation Number
Student	activity	Digital Teacher Guide Grade 1 Unit 3 Lesson and Educator Console 6		View Url	10502211
Description of location					
Lesson 6: Measuring Length Without Gaps and Overlaps 1 Scroll down to review the Lesson Outline Identify Slide E4 and read the activity description to gain a sense of the purpose of the activity. 2 Scroll back up to the top of the page Click "Start" button Click "Start Lesson" tab at the top of the screen Click Slide E4 thumbnail Click "Lesson Notes" icon at the bottom left of the screen View Details 2; Discourse Questions Interact with slide(s) 1→3 in the sequence. Clicking the "Next" button on the right side of the screen will advance you to the next slide in the sequence					

Evaluate within a Lesson

11. To evaluate slides that have multiple ST Math puzzles, you must advance through the puzzle by solving it correctly. Play the puzzle and click the **green arrow button** to submit your solution.



Evaluate within a Lesson

12. To evaluate Argumenteers for a slide, click **Data**. Click the **expand icon** to reveal the description. Then, click the **image thumbnail** to view the Argumenteer. Click **Lesson Notes** to view the Details, Look Fors, and Discourse Questions alongside the Argumenteer.

Activity | Data

Table | Grid | 0/0 | Collect Responses | Anonymous | Hide Argumenteers

Student	Submission
Argumenteer 1	

Student | Submission

Argumenteer 1	
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Decomposing 16 into 10 and 6

13. To evaluate a slide that has multiple problems or activities, navigate within the slide by clicking on the **Next** button at the top right corner.

How Long? • E4

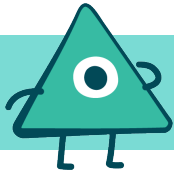
What is the length of this shell?

Next

1

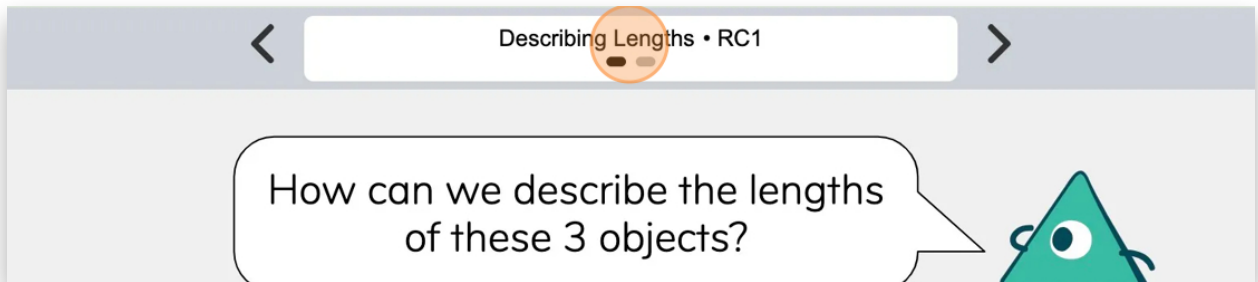
2

3

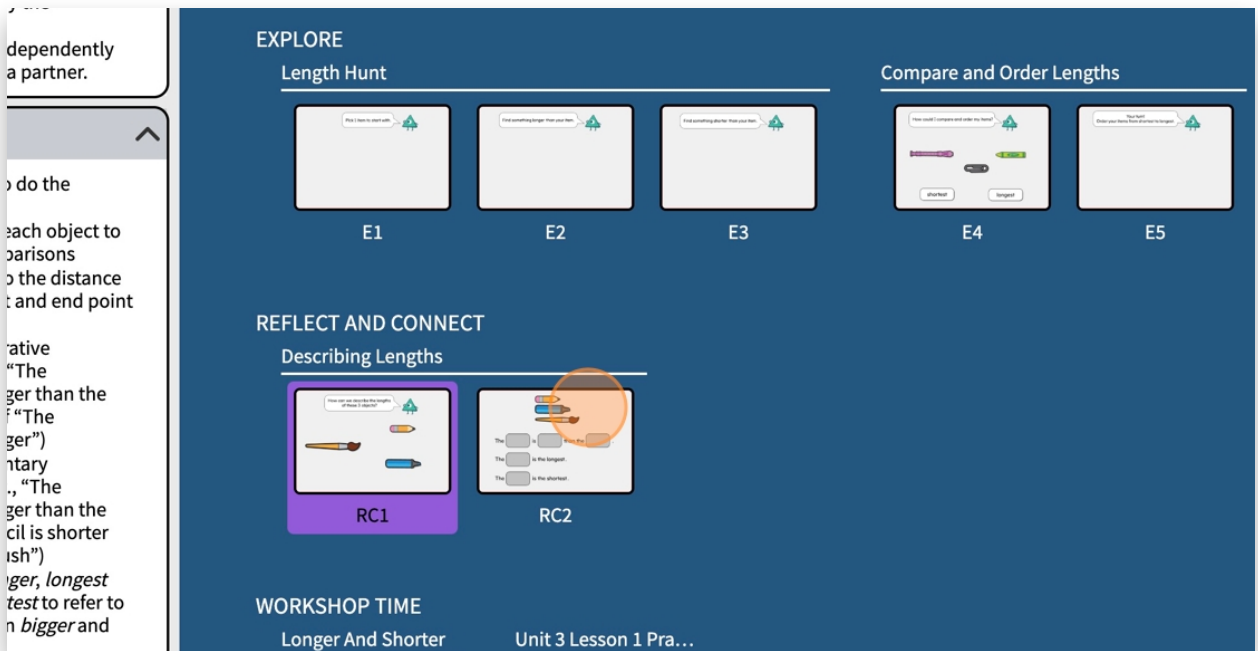


If you are evaluating a single slide, skip to step 17.

14. If you are evaluating more than one slide within a Lesson or Investigation, click the **Navigation Bar** at the top to open the **Navigation Panel**.



15. From the **Navigation Panel**, identify the next slide you need to review. Then, click on the **slide thumbnail**.



Evaluate within a Lesson

16. The **Details**, **Look For**, and **Discourse Questions** will update to correlate to the slide in view.

The screenshot shows a lesson slide titled "Reflect and Connect Describing Lengths • RC2" with a 4-minute timer. The slide content includes two sentences with empty boxes for completion: "The [] is []" and "The [] is the long []". To the right of the slide are three colored pencils. A sidebar on the left contains a menu icon, a close icon, and a "MS" label. Below these are icons for "pencil", "marker", "highlighter", "shorter", and "longer". The sidebar also features two sections: "Details" and "Look Fors". The "Details" section contains a numbered list: "1. Students use the provided prompts to make comparative statements. a. Read the incomplete statements. b. Model what students share using the magnets." The "Look Fors" section contains a prompt: "Look for students who do the following:" followed by a bulleted list: "• make full comparative statements about the objects they are comparing" and "• use language such as".

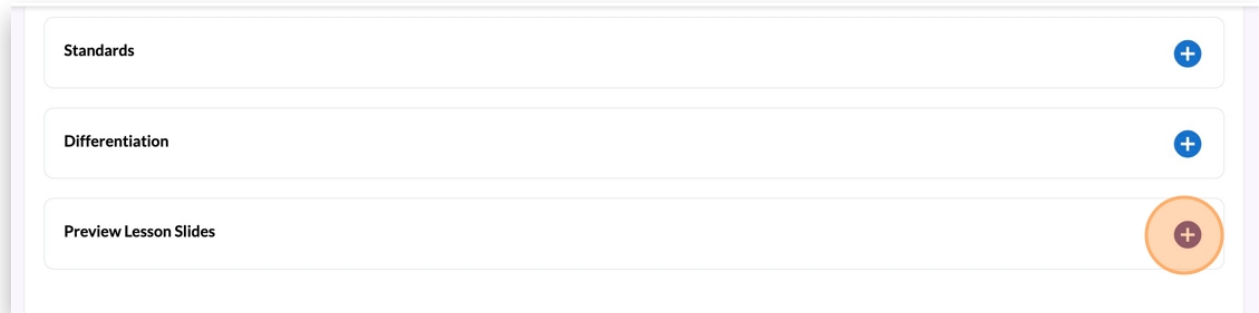
17. Conclude your review by clicking on the **menu icon** at the top left. Then, click **End Session**.

The two screenshots show the same interface as in step 16. The left screenshot shows the "Details" and "Look Fors" sections. The right screenshot shows the same interface, but with a blue sidebar overlay on the left. The sidebar contains a close icon at the top, followed by a blue bar with the text "End Session" highlighted by an orange circle. Below this bar are the "Activity" and "Data" buttons, the 4-minute timer, and the lesson title "Reflect and Connect Describing Lengths • RC2". The "Details" and "Look Fors" sections are visible below the sidebar.

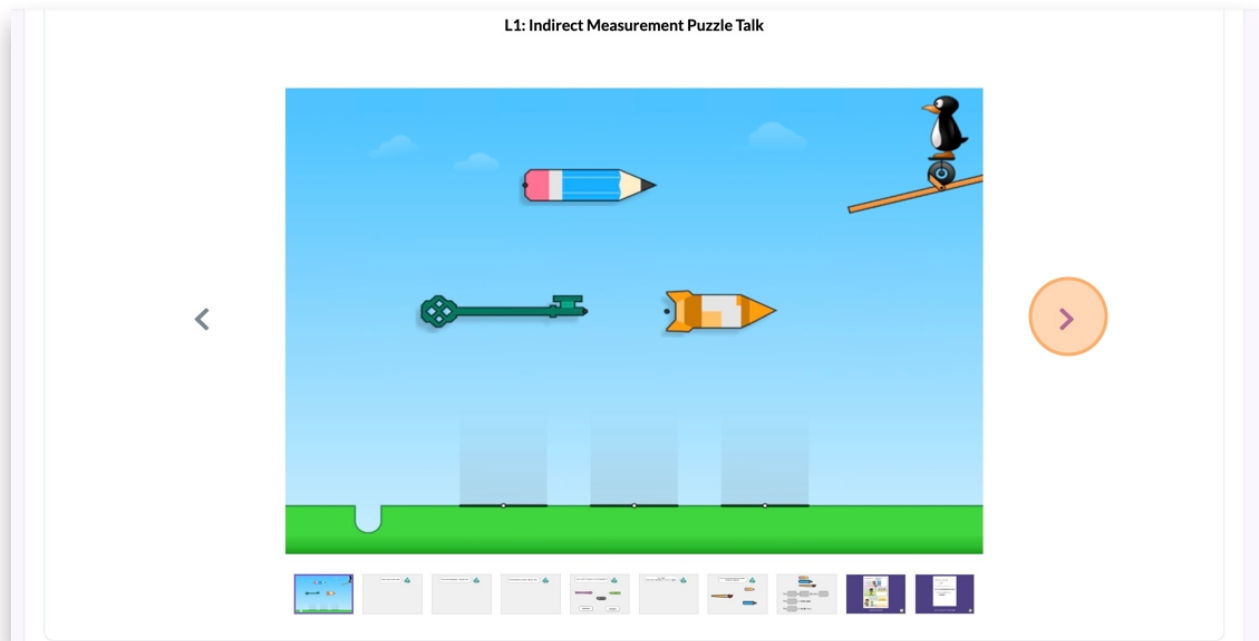
Option B. Review via the Lesson Outline

Follow the steps in this section to evaluate Lesson or Investigation content via the lesson outline.

1. From the lesson outline, scroll down to “Preview Lesson Slides” and click ⊕ to expand the section.



2. Use the **arrows** to the left and right of the image to preview the slide you need to review. Refer to the text above the image to ensure you identify the slide successfully.



Evaluate within a Lesson

3. Scroll down the lesson outline and find the slide. Read the activity description. Then, click ⊕ to expand the section.

Reflect and Connect 4 Min

Describing Lengths 4 Min ⊕

RC1 RC2

Students reflect on the comparative language they have been practicing by comparing the lengths of three objects in as many ways as possible.

Reflect and Connect 4 Min

Describing Lengths 4 Min ⊕

RC1 RC2

Students reflect on the comparative language they have been practicing by comparing the lengths of three objects in as many ways as possible.

4. Click on the **tabs** (Details, Look Fors, Discourse Questions) to access the information you need to evaluate.

Reflect and Connect 4 Min

Describing Lengths 4 Min ⊖

RC1 RC2

Students reflect on the comparative language they have been practicing by comparing the lengths of three objects in as many ways as possible.

RC1

Details **Look Fors** Discourse Questions

1. Ask, "How can we compare the lengths of these three objects?"
 - a. Move the [paintbrush / pencil / marker] magnets as directed by the students.
2. Students think independently and discuss with a partner.

Answer Key
Student answers will vary.

RC2

Details **Look Fors** Discourse Questions

1. Students use the provided prompts to make comparative statements

Evaluate within a PDF

Refer to this section when evaluating content within a PDF.




Review citations that direct you to content within a PDF using the steps in this section.

1. Click the URL linked in the citation or correlation to open the PDF you need to review.

Audience	Type	Component Title	Page number	URL (optional)	Citation Number
Student	activity	Practice Book, Grade 1	Grade 1 Unit 3 Lesson 7	View Url	10502201
Description of location PDF page finder: 1 Unit 3 Lesson 7 Practice Page Problem 3					

2. Verify that the URL opened the resource indicated on the “Description of Location” on the citation or correlation.
3. Identify the problem or section you need to evaluate.

Name: _____ Date: _____



Unit 3 Lesson 7 Practice Page   

① Brian asked some of his friends to choose their favorite baking treats. 4 chose fruit bars, 3 chose crackers, and 7 chose pretzels. How many friends did Brian ask to choose a favorite treat?
Write an equation and solve.

② Complete the equations.

$5 + \square = 11$ $2 + \square = 9$

③ Naomi and Jaymie both use paper clips to measure the length their paint brushes. Circle the student who used the paper clips correctly. Explain your thinking.

 Naomi  Jaymie

U03 | L07 MIND Education®

Evaluate within a Unit Assessment

Refer to this section when evaluating content within a unit assessment.

1. Click the URL linked in the citation or correlation to navigate to the unit assessment.

Audience	Type	Component Title	Page number	URL (optional)	Citation Number
Student	activity	Digital Teacher Guide 3 and Educator Console		View Url	10567781

Description of location
Grade 1 Unit 8: Extending Place Value to 120 | Scroll down to Summative Assessment: Student Assessment | Click "English" | PDF page finder: 3 | Problem 4

2. Locate the Student Assessment.

InsightMath Texas

Home Curriculum Resources Support

InsightMath > Grade 1 Overview > Unit 8: Extending Place Value to 120

1st Unit 8: Extending Place Value to 120

At a Glance Math Standards Supporting Students Resources Assess

Diagnostic Formative Summative

Summative Assessment

The summative assessment provides an opportunity for students to demonstrate they have met the key learning objectives of the unit. The results of this assessment can provide information about successes to celebrate with students and areas where students are in need of further support. See Supporting Students after This Unit for suggestions on ways to address unfinished learning.

See [Supporting Students after This Unit](#) for suggestions on ways to address unfinished learning.

Student Assessment
[English](#) [Spanish](#)

Answer Key
[English](#) [Spanish](#)

Assessment Map
[English](#) [Spanish](#)

Evaluate within an Unit Assessment

3. Click **English**. A PDF page of the assessment will open.

The screenshot shows a navigation bar with three tabs: **Diagnostic**, **Formative**, and **Summative**. The **Summative** tab is selected. Below the navigation bar, the page is titled **Summative Assessment**. The text reads: "The summative assessment provides an opportunity for students to demonstrate they have met the key learning objectives of the unit. We provide information about successes to celebrate with students and areas where students are in need of further support. See Support suggestions on ways to address unfinished learning." Below this, it says: "See [Supporting Students after This Unit](#) for suggestions on ways to address unfinished learning." There are three main sections: **Student Assessment** with links for **English** and **Spanish**; **Answer Key** with links for **English** and **Spanish**; and **Assessment Map** with links for **English** and **Spanish**. The **English** link under **Student Assessment** is circled in orange.

4. Scroll to identify the problem or section you need to evaluate.

The screenshot shows a math assessment page with a dark background. At the top, there is a navigation bar with a hamburger menu, the text "G1_U08_summative...", "3 / 5", a minus sign, "67%", a plus sign, and icons for search, refresh, and share. The main content area has a white background. It contains five numbered problems. Problem 3 asks to "Circle the card that has more." and shows two cards with dots. Problem 4 asks to "Circle the card that has fewer." and shows two cards with dots. Problem 5 asks to "Circle the number that is greater in each pair." and shows three pairs of numbers: (32, 44), (116, 61), and (112, 102). Below this, it asks to "Circle the number that is less in each pair." and shows three pairs: (28, 82), (101, 111), and (85, 75). Problem 6 asks to "Use the <, >, or = signs to compare the numbers." and shows three pairs: (18, 19), (29, 92), and (34, 31). Below these are two more pairs: (49, 39), (63, 63), and (77, 80). A red circle highlights the first two pairs of numbers in problem 5: (32, 44) and (116, 61). A red arrow points to the number 34 in the first pair of problem 6.