



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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Evaluate within a Lesson

Refer to this section when evaluating content within a Lesson or an Investigation.

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 website header includes the InsightMath Texas logo, navigation links (Home, Curriculum, Resources, 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 and an "Expand All Sections" link. A "Start" button is prominently displayed in blue, with a "Preview" button below it.

The lesson outline includes the following sections:

- Launch** (7 Min): Represented by a rocket icon.
- Explore** (19 Min): Represented by a binoculars icon.
- Reflect and Connect** (4 Min): Represented by a lightbulb icon.
- Workshop Time** (15+ Min): Represented by a person icon.

A small thumbnail image on the left shows a worksheet titled "How close to comparing and order the items?" with a pencil and a ruler.

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."

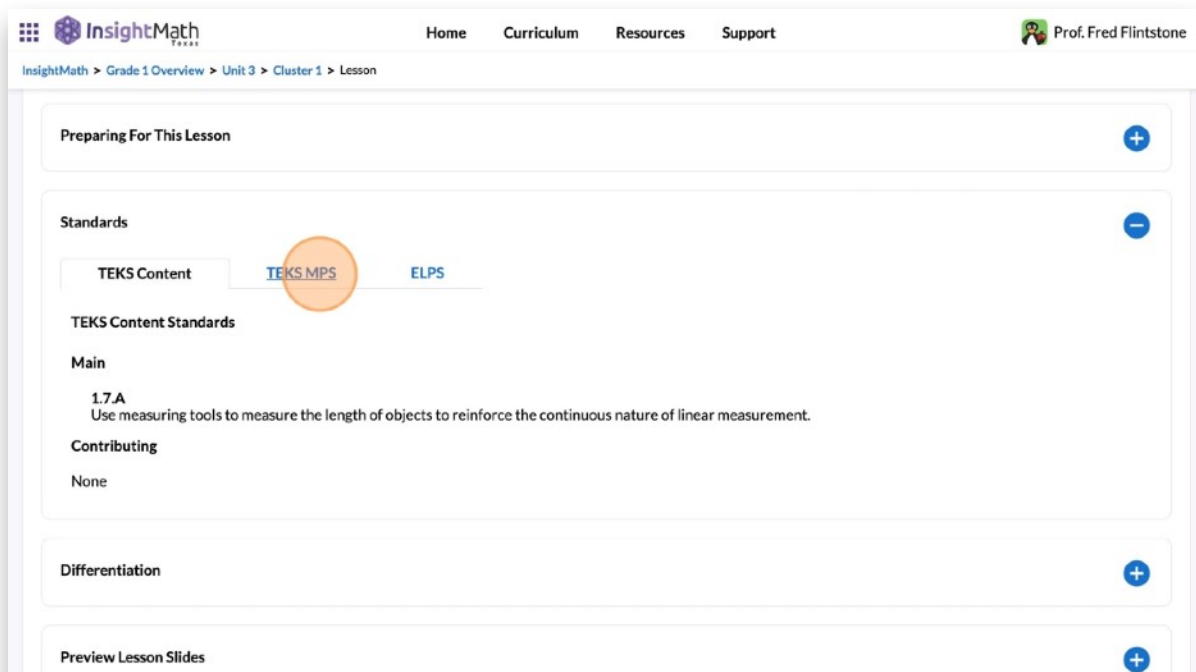
Important: Students will often use the words *bigger* and *smaller* to refer to length, height, weight, area, capacity, or volume interchangeably. In this unit, if students use *bigger* or *smaller*, consider redirecting with more precise language. For example, if a student says, "A book is bigger than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



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

The screenshot displays a digital interface for evaluating lesson slides. At the top, a slide titled 'Describing Lengths' is shown with tags E4 and E5. The description states: '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.' Below this, a purple bar indicates the 'Reflect and Connect' section, lasting 4 minutes. Underneath, the 'Describing Lengths' slide is repeated with tags RC1 and RC2, and the description: 'Students reflect on the comparative language they have been practicing by comparing the lengths of three objects in as many ways as possible.' Further down, another purple bar indicates the 'Workshop Time' section, lasting 15+ minutes. The final visible slide is titled 'Longer And Shorter' with tag WT1, and the description: '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 website interface for Lesson 1: Comparing and Ordering Lengths. The top navigation bar includes links for Home, Curriculum, Resources, and Support, along with a user profile for Prof. Fred Flintstone. The lesson title is displayed prominently. Below the title, there are icons for different activities: Launch (7 Min), Explore (19 Min), Reflect and Connect (4 Min), and Workshop Time (15+ Min). A 'Start' button is highlighted with an orange circle, and a 'Preview' button is also visible. The main content area contains a description of the lesson and an important note about language use.

InsightMath Texas

Home Curriculum Resources Support Prof. Fred Flintstone

InsightMath > Grade 1 Overview > Unit 3 > Cluster 1 > Lesson

1st Lesson 1: Comparing and Ordering Lengths

Actions

Not Needed Expand All Sections

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

Start Preview

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."

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 central box labeled 'Start Lesson', and a right arrow. Below the navigation bar, the main content area is divided into two sections. On the left, there is a slide titled 'How could I compare and order my items?' featuring a cartoon triangle character and images of a pencil, a paperclip, and a crayon. Below these images are buttons labeled 'shortest' and 'longest'. On the right, the text 'Unit 1 Lesson 1 Comparing and Ordering Lengths' is displayed.

< Start Lesson >

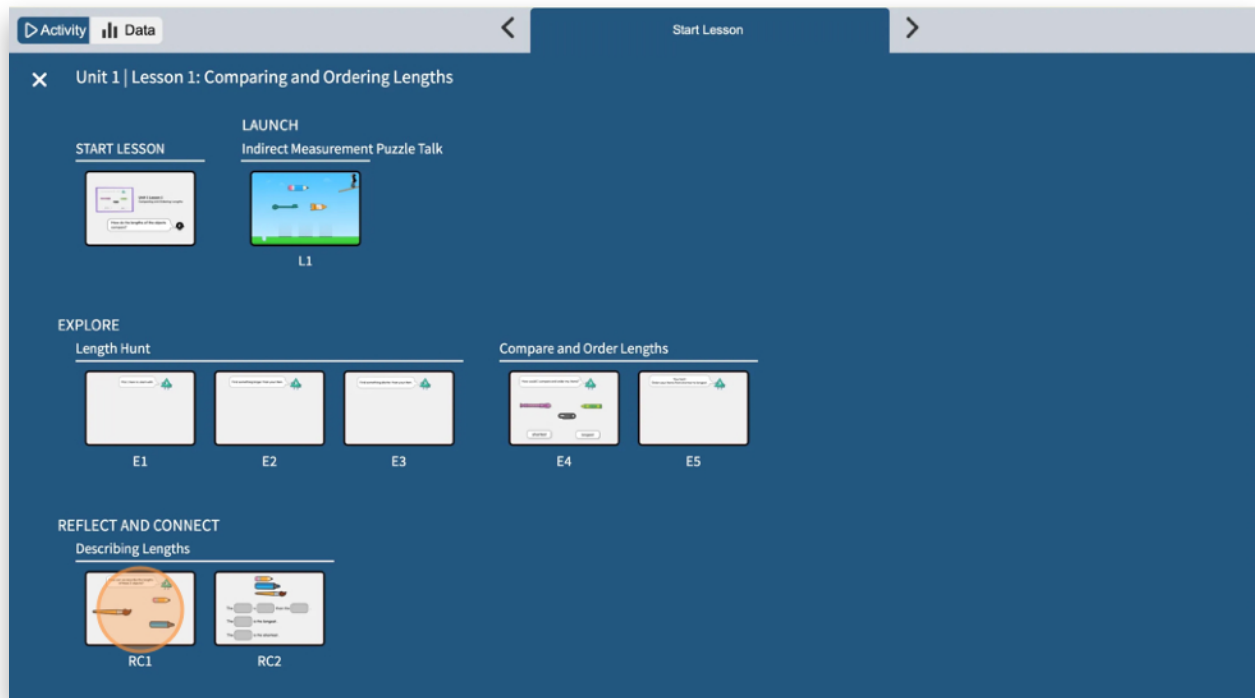
How could I compare and order my items?

Unit 1 Lesson 1
Comparing and Ordering Lengths

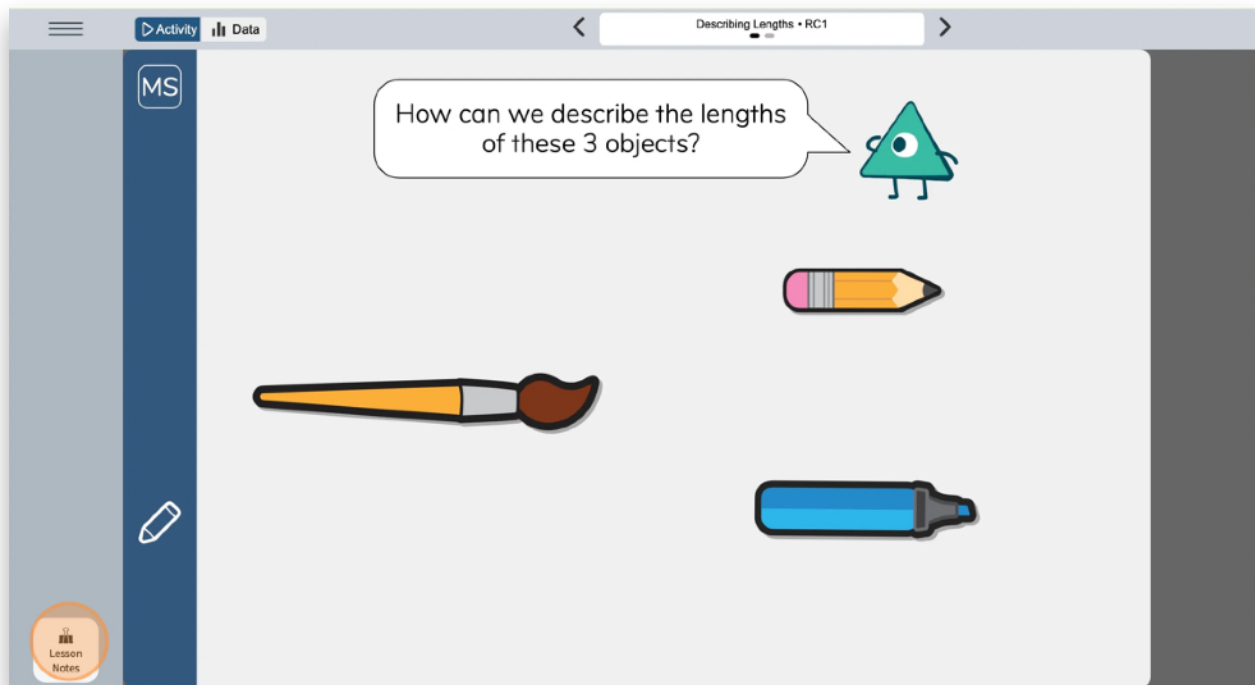
shortest longest

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**.

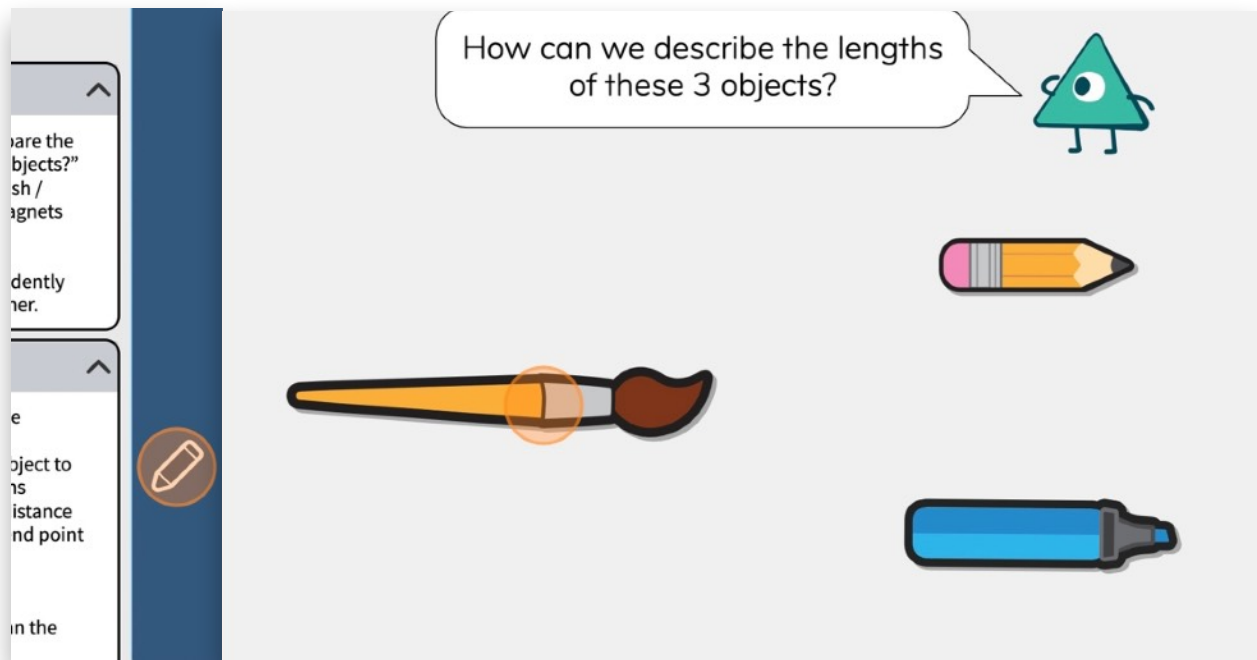
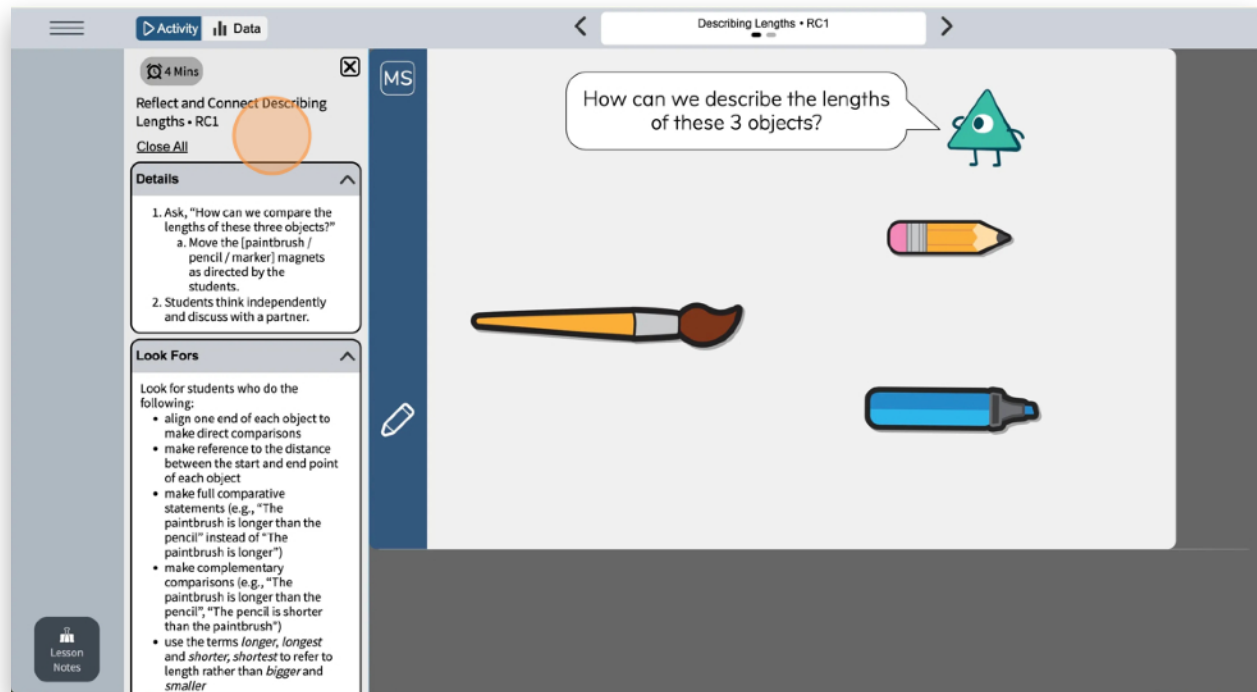


- Now you will see the slide on the screen. On the bottom left corner, click **Lesson Notes**.



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.



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 ❶ 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. 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 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

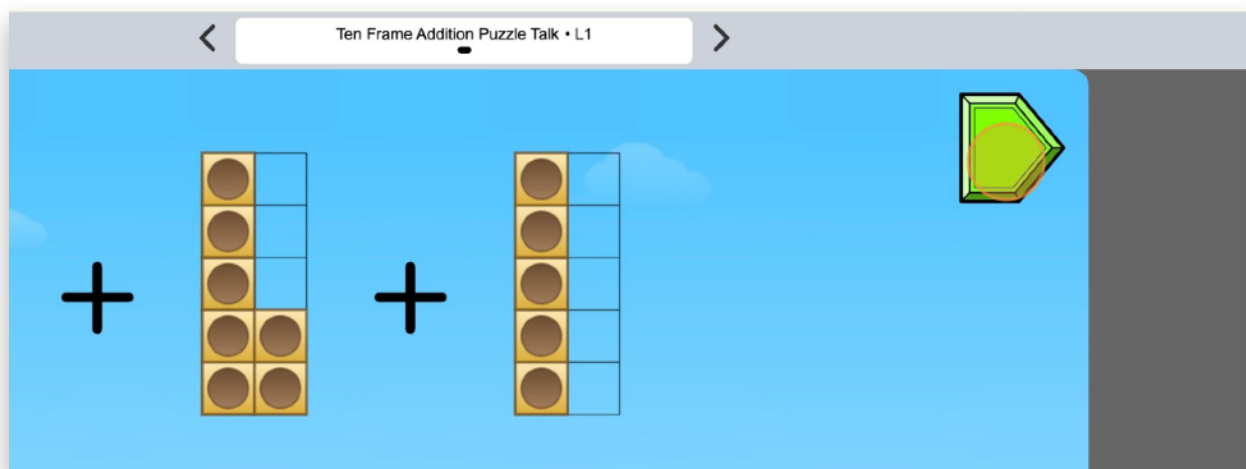
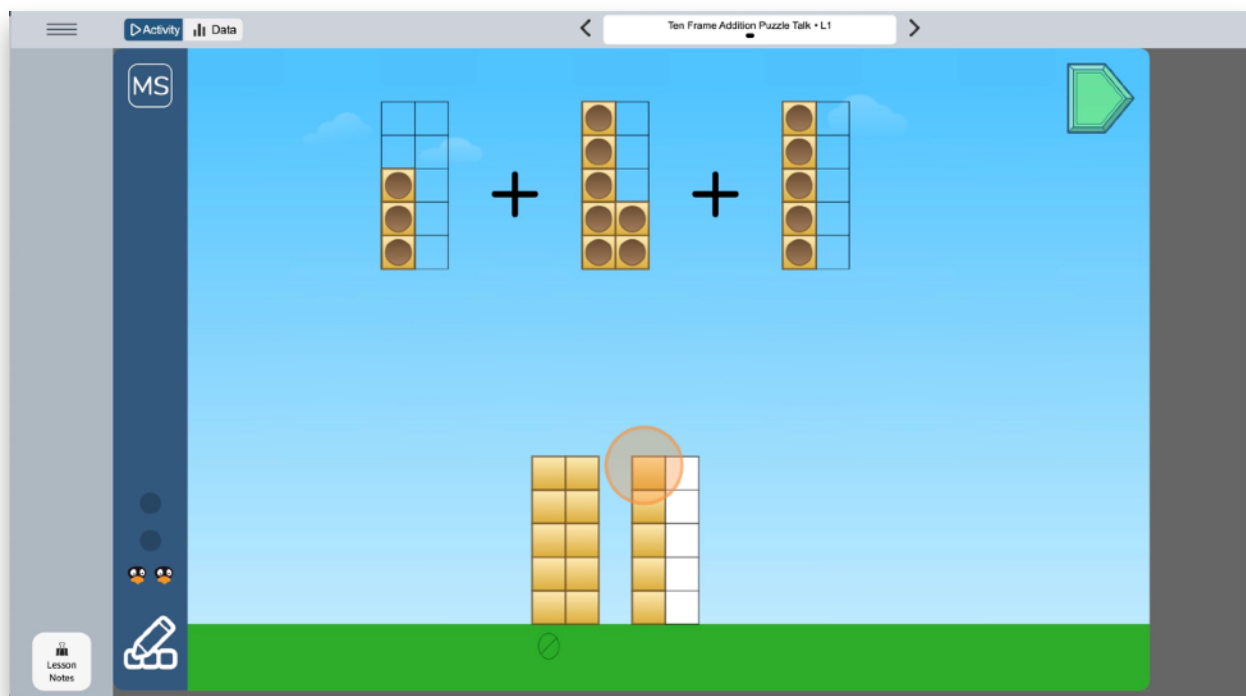
Audience	Type	Component Title	Page number	URL (optional)	Citation Number
Student	narrative	Digital Teacher Guide Grade 1 Unit 5 Lesson and Educator Console 7		View Url	10502211
Description of location Lesson 7: Using the Associative Property of Addition Strategically ❶ Scroll down to review the Lesson Outline Identify Slide E2 and read the activity description to gain a sense of the purpose of the activity. 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 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 ❶ 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. 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 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.

The screenshot shows the 'Data' tab of the Argumenteers interface. At the top, there are buttons for 'Table' and 'Grid', a '0/0' indicator, and checkboxes for 'Collect Responses', 'Anonymous' (checked), and 'Hide Argumenteers'. Below this is a table with two columns: 'Student' and 'Submission'. The first row shows 'Argumenteer 1' with a thumbnail of a math problem. The second row shows 'Argumenteer 1' with a thumbnail of a math problem and a description: 'Decomposing 16 into 10 and 6'.

Student	Submission
Argumenteer 1	
Argumenteer 1	 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.

The screenshot shows a slide titled 'How Long? • E4'. It features a cartoon character asking, 'What is the length of this shell?'. On the right side, there is a 'Next' button and a list of three numbered options: 1, 2, and 3.

How Long? • E4

What is the length of this shell?

Next

1

2

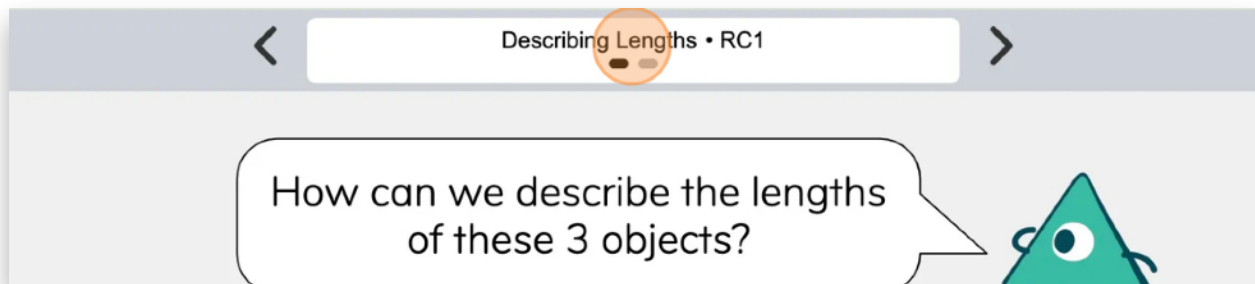
3

Evaluate within a Lesson

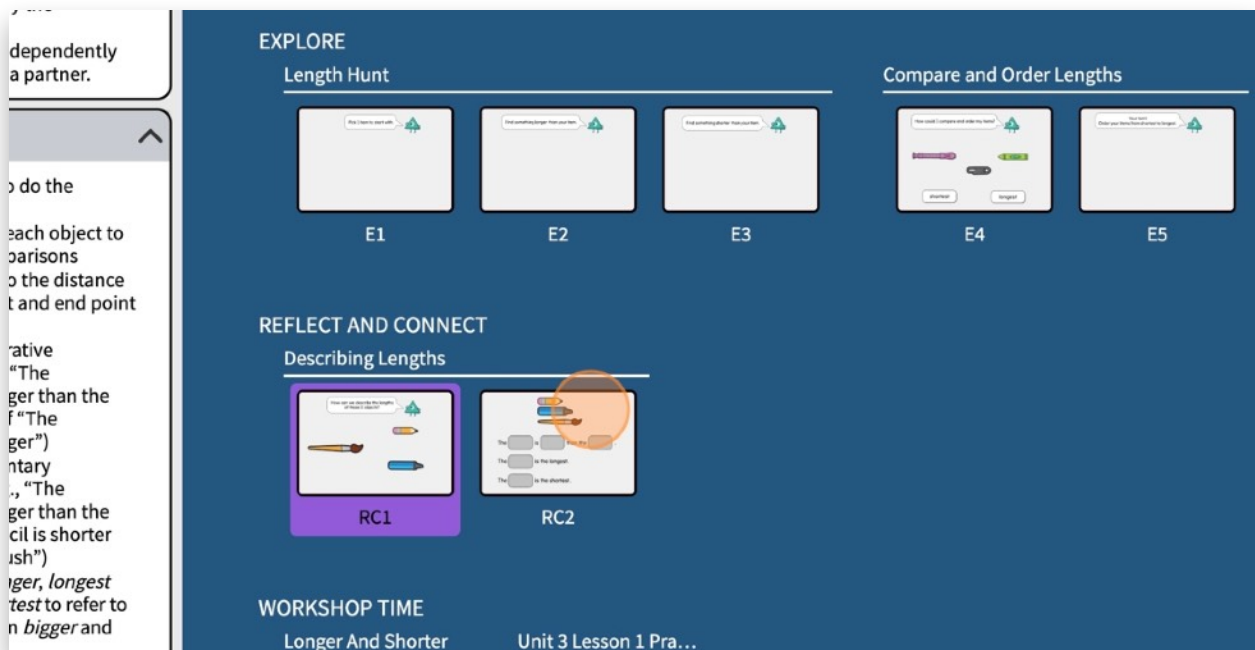


If you are evaluating a single slide, skip to step 17.

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 the InsightMath interface. On the left, a sidebar contains a '4 Mins' timer, the title 'Reflect and Connect Describing Lengths • RC2', and a 'Close All' link. Below this are two expandable panels: 'Details' and 'Look For'. The 'Details' panel lists two steps: '1. Students use the provided prompts to make comparative statements.' with sub-points 'a. Read the incomplete statements.' and 'b. Model what students share using the magnets.' The 'Look For' panel lists 'Look for students who do the following:' with bullet points: '• make full comparative statements about the objects they are comparing' and '• use language such as'. To the right of these panels is a vertical toolbar with icons for 'MS', 'pencil', 'marker', 'eraser', 'shorter', and 'longer'. The main area on the right shows a slide with the text 'The [] is []' and 'The [] is the long []', where the brackets are empty boxes for student input. On the far right, there are three colored pencils (pink, blue, yellow) and a yellow eraser.

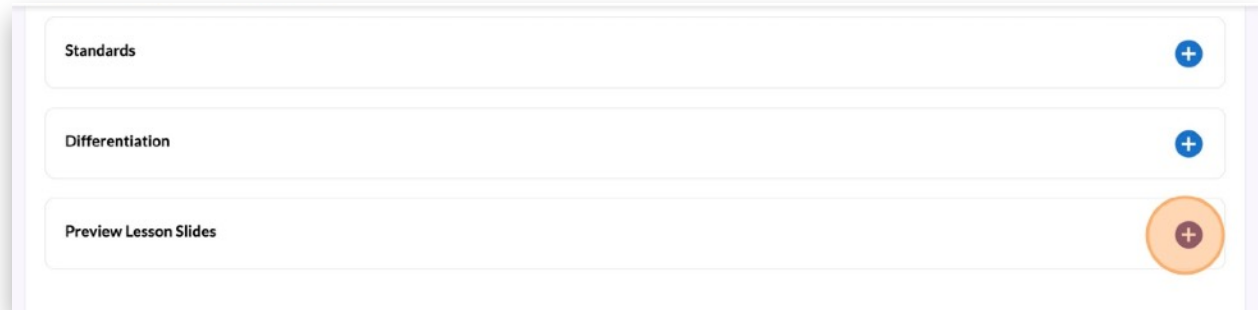
17. Conclude your review by clicking on the **menu icon** at the top left. Then, click **End Session**.

The two screenshots show the InsightMath interface side-by-side. The left screenshot shows the 'Details' and 'Look For' panels as in the previous screenshot. The right screenshot shows the same interface, but with a blue sidebar on the left. In this sidebar, the 'End Session' button is highlighted with an orange circle. The top of the sidebar also contains a 'menu icon' (three horizontal lines) and buttons for 'Activity' and 'Data'. The main area on the right is the same as in the previous screenshot.

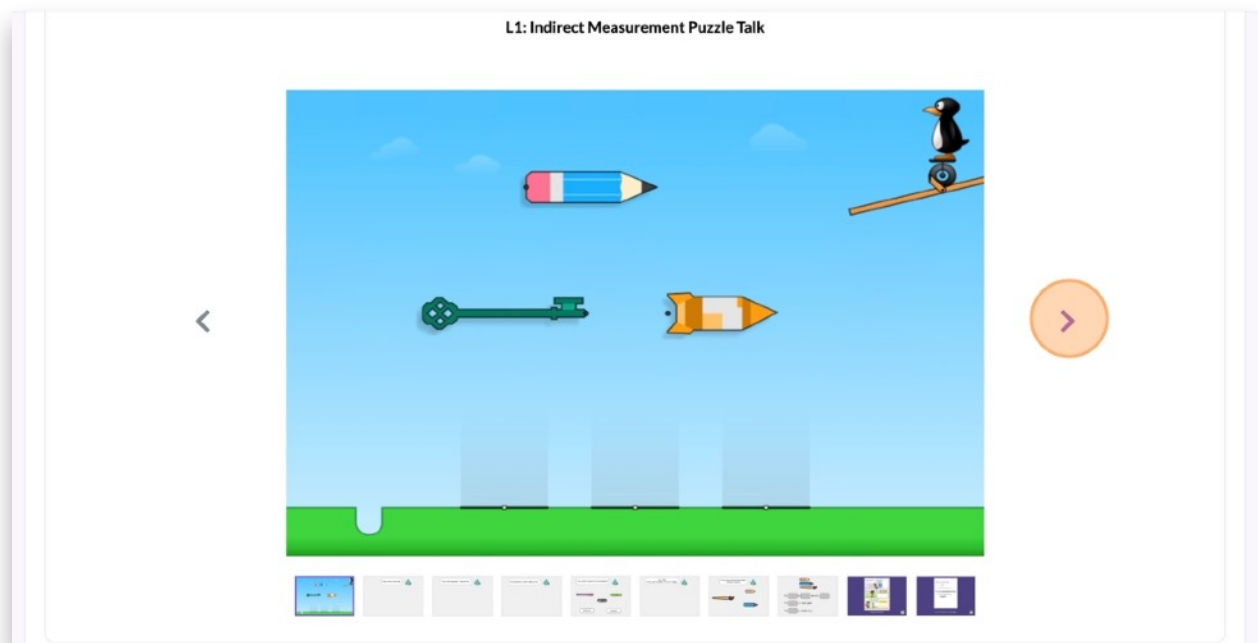
Option B. Review via the Lesson Outline

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

Brian Naomi Jaymie

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

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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

HomeCurriculumResourcesSupport

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

1st

Unit 8: Extending Place Value to 120

Actions

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

EnglishSpanish

Answer Key

EnglishSpanish

Assessment Map

EnglishSpanish

Evaluate within an Unit Assessment

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

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. It provides 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

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

3 / 5 | 67%

3 Circle the card that has **more**.

Circle the card that has **fewer**.

4 Circle the number that is **greater** in each pair.

Circle the number that is **less** in each pair.

5 Use the $<$, $>$, or $=$ signs to compare the numbers.

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