Introduction

The joint procurement initiative, developed by the Council of the Great City Schools and executed under the auspices of the Los Angeles Unified School District (LAUSD), was a multi-year process to harness the purchasing power of the nation’s largest urban school districts to equip teachers with high-quality, standards-based instructional materials for mathematics that meet the language needs of English Learners. Through this project, several choices for math instructional materials for Grades 6 through 8 were approved.

On February 19, 2019, the LAUSD Board of Education approved the contracts to provide instructional materials for middle school mathematics that meet the needs of English Learners. The Request for Proposal document and related addenda are available at www.cgcs.org/domain/266.

Curriculum Associates, LLC

LAUSD Vendor No.: 1000000184
Contract No.: 4400006090

Products Included

• Ready Math Textbook
• Ready Math Textbook Teacher Guide
• i-Ready Instruction
• Materials in English and Spanish

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Website:
www2.curriculumassociates.com/products/subjects.aspx?topic=CM0

Imagine Learning, Inc.

LAUSD Vendor No.: 1000003998
Contract No.: 4400006091

Products Included

• Imagine Math
• Math Performance Task Blackline Master (upper EL)
• Math Performance Task Blackline Master (MS)
• Student Journals Printed (consumable)
• Materials in English and Spanish

Contact

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Open Up Resources*

LAUSD Vendor No.: 1000015030
Contract No.: 4400006039

Products Included

• Open Up Resources 6 - 8 Math
• Open Up Resources 6 - 8 Math, TE
• Materials in English and Spanish

Contact

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Website:
https://openupresources.org/math-curriculum/

*This product was developed by Open Up Resources and Illustrative Mathematics. Professional development and further updates to products covered by this contract will be provided by Open Up Resources.
Teacher support provided at every lesson in the Teacher Resource Book help facilitate classroom discussion.

Language routines, found in the Teacher Resource Book, enhance the overall Think-Share-Compare discourse routine and suggest an overall approach to teaching problems.

Students communicate information, ideas, and concepts necessary for academic success, and they are given opportunities to listen, speak, read, and write at the appropriate level of language proficiency.

The Student Instruction Book gives students the opportunity to review mathematical and academic vocabulary and to access and build on familiar concepts.
Imagine Math Overview

At Imagine Learning we believe that all students are language learners. We believe that mathematical understanding and language development are interdependent and symbiotic. And most importantly, we know that when students are provided with meaningful learning experiences, they can master mathematics and acquire language at the same time.

Imagine Math lessons are designed to be instructional learning experiences that engage students in meaningful exploration of understanding mathematics. In an Imagine Math lesson, students will:

- Engage in thinking and reasoning about mathematics
- Investigate mathematical concepts and practices
- Explore mathematical ideas through a problem solving approach
- Solve problems using multiple representations of mathematical relationships

Students receive instructional support throughout the lesson in three main ways:

1. Feedback that is designed to address misconceptions and redirect thinking in response to student work
2. Math Help that is designed to provide direct instruction on the math concepts behind a particular problem, available upon student request
3. Live Help that allows students to work directly with a bilingual, certified math teacher on their math problem, also available upon student request

At a Glance: Imagine Math Activities

Imagine Math lessons are designed to be instructional learning experiences that engage students in meaningful exploration of understanding mathematics. In an Imagine Math lesson, students will:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Overview</th>
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<tbody>
<tr>
<td>Pre-Quiz</td>
<td>Students have the opportunity to demonstrate their understanding of the content within the lesson.</td>
</tr>
<tr>
<td>Warm Up</td>
<td>Students practice procedures and recall facts that may be helpful in the lesson.</td>
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<tr>
<td>Guided Learning</td>
<td>Students engage in meaningful instructional tasks designed to facilitate understanding and reinforce college and career readiness standards. To support their learning, students have access to personalized feedback, digital manipulatives, reference tools, and live certified math teachers.</td>
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<tr>
<td>Problem Solving Process</td>
<td>Students work through and begin to internalize a problem solving process that can be applied to complex problems.</td>
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<tr>
<td>Practice</td>
<td>Students review, extend, and synthesize the ideas from the Guided Learning, continuing to receive corrective feedback.</td>
</tr>
<tr>
<td>Post-Quiz</td>
<td>Students demonstrate their understanding of the content within the lesson.</td>
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</tbody>
</table>
Lesson 1
Tiling the Plane

Learning Goals
Let’s look at tiling patterns and think about area.

1.1 Which One Doesn’t Belong: Tilings

(Which pattern doesn’t belong?)

A, B, C, D

Learning Targets
I can explain the meaning of area.

Standards Alignment
Building on 3.G.A.1 Reason with shapes and their attributes.

Building towards 6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

Lesson Narrative

Students start the first lesson of the school year by recalling what they know about area (note that students studied the areas of rectangles with whole-number side lengths in grade 3 and with fractional side lengths in grade 5). The mathematics they explore is not complicated, so it offers a low threshold for entry. The lesson does, however, uncover two important ideas:

• If two figures can be placed on top of the other so that they match up exactly, then they have the same area.

• The area of a shape does not change when the region is decomposed and rearranged.

At the end of this lesson, students are asked to write their best definition of area. It is important to let them formulate their definitions in their own words. For English learners, it is especially important that they be encouraged to use their own words and not to use words of peers. In the next lesson, students will revisit the definition of area as the number of square units that cover a region without gaps or overlaps.

Teacher Guide
Contracting Procedure

School districts wishing to acquire the services offered by the listed contracts should take the following steps:

1. Select from the Products Included offered by the contracted publishers.

2. Go to the LAUSD Master Agreements (MA) – Bench Contracts webpage (https://achieve.lausd.net/Page/14464) to access the LAUSD Directory corresponding to the “product/service description” Instructional Materials for English Language Learners for links to the approved contracts. (See below.) Review the pricing as well as terms and conditions to determine acceptability to the school district.

3. Email the selected publisher(s) outlining the specific proposed purchase and requesting the publisher’s written quote, noting that (a) each quote request should identify the product(s) sought, requested delivery date, and any special terms; and (b) for items as listed in the contract where no special terms are requested, the price quoted by the vendor should be no higher than the price shown in that publisher’s contract.

4. Using the agreed-upon quote, issue a purchase order or other purchase request to the selected publisher in accordance with your school district policy.

### LAUSD Contact Information

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### LAUSD Approval of Contracts

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>DESCRIPTION</th>
<th>SOURCE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
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<tbody>
<tr>
<td>Curriculum Associates, LLC; Imagine Learning, Inc.; K/2 OCR Collaborative; K/2 Open-Up Resources</td>
<td>Item D Instructional Materials for English Language Learners</td>
<td>Various per Requesting School or Office (100%)</td>
<td>$5,000,000</td>
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*Contract Terms: 03/01/19 through 02/28/24; includes two 1-year renewal options*