Alba Educational Consulting, LLC

Spanish Mathematics, K

Progressions por Alba Math Kinder

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	**9798990409064**	**Both Print and Digital**	**Static**

Rating Overview

TEKS SCORE	ELPS SCORE	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	N/A	52	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	26 out of 26	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	25 out of 25	100%
4. Depth and Coherence of Key Concepts	19 out of 19	100%
5. Balance of Conceptual and Procedural Understanding	41 out of 41	100%
6. Productive Struggle	22 out of 22	100%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	0	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	2
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course and lesson-level design.

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	All criteria for guidance met.	3/3
1.1b	All criteria for guidance met.	2/2
1.1c	All criteria for guidance met.	2/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	**TOTAL**	11/11

1.1a – Materials include a scope and sequence outlining the TEKS, ELPS, and concepts taught in the course.

The materials include a "Mapa de unidades del programa" document that outlines the Texas Essential Knowledge and Skills (TEKS) and concepts taught throughout the course. For example, the document includes a table that shows the "Destrezas de contenido" (TEKS) and "Días de instrucción sugeridos" for each unit. The scope and sequence outlines the major areas of focus for grade K, including "sentido numérico, suma y resta, y medición," and shows how these concepts are taught throughout the year.

The materials provide a "Progresión de aprendizaje" that shows how the TEKS and concepts progress within a unit. The "Mapa de contenido de progresión de aprendizaje" visually displays the progression of skills within the unit and how they build upon previously taught skills.

The materials also indicate that the "Resúmenes de unidad" section provides a more in-depth view of the individual units. Here, one can see where each lesson ties into a specific TEKS as well as how many days should be spent on each lesson.

1.1b – Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).

The "Snapshot" or "Vistazo" table offers suggested pacing by providing a range of instructional days for each unit. This suggested pacing allows teachers to plan for effective implementation of the materials and allocate appropriate time for each unit. While the document does not explicitly provide pacing for various instructional calendars, it does give a time frame to help with unit pacing.

The "Mapa de unidades del programa" gives teachers an overview of the units throughout the year and the suggested number of days for each unit. This overview helps teachers see the progression of content and plan their instruction, ensuring that teachers cover all the necessary material within the school year.

The unit descriptions offer a pacing overview that suggests how many days to spend on the unit. For example, one unit description suggests spending 39–58 days on the "Sentido numérico" unit in grade K. This detailed pacing supports teachers in effectively managing their time and delivering the content.

The materials include a "Mapa de unidades del programa" to support effective implementation for various instructional calendars. For example, the "Justificación de la unidad" rationale is for 145–210 instructional days.

1.1c – Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

In the curriculum, each unit begins with a "Progresión de aprendizaje" document. The "Mapa de contenido" section of the document shows a graphic of the progression of the skills within each unit and how they are based on the skills that were previously taught.

The "Mapa de unidades del programa" document includes an explanation for the rationale of unit order and how concepts to be learned connect throughout the course.

The materials include a rationale for unit order as well as an explanation for how the concepts to be learned will connect throughout the course. For example, Unidad 1 starts with s*entido numérico*, and this concept is integrated throughout the school year.

1.1d – Materials include protocols with corresponding guidance for unit and lesson internalization.

Protocols for lesson internalization are embedded in each unit within the custom "Vistazo" section. Here, teachers are directed to use a template in conjunction with timing suggestions, demonstrating a structured approach to lesson planning and preparation.

The materials include a "Mapa de contenido" section and a "Resumen de unidad" section for each unit, which helps teachers to preview the unit to better understand the standards, objectives, academic vocabulary, and assessments.

The material includes an "Apoyo para la implementación" document, which offers detailed guidance for unit and lesson internalization and implementation. This resource helps teachers to thoroughly understand and prepare to teach a unit.

1.1e – Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.

Evidence of this guidance can be found in the "Apoyo para la implementación" document in grade K. The document includes a section that provides guidance for district mathematics leaders, instructional coaches, and teachers on using the "Year-at-a-Glance," "Unit-at-a-Glance," and "Lesson Internalization" templates.

The materials provide an "Instructional Look Fors Observation Form" that enables instructional leaders to assess teacher practices and offer support based on specific, measurable, achievable, relevant, and time-bound goals.

Each unit includes a "SMART Goal Observation Form," which is a tool for instructional leaders to support and monitor teacher implementation and provide targeted feedback.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	2/2
1.2b	All criteria for guidance met.	2/2
—	**TOTAL**	4/4

1.2a – Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

In grade K, Unidad 4: Números hasta 20, the materials include a "Resumen de números hasta 20" document, which contains a "Resumen de contenido" section. This summary provides a background of what the students will be learning in the unit.

This material enhances teachers' understanding of the content to promote confidence and clarity in their instruction. For example, the summary provides mathematical foundations such as *contar* (to count), *subitización* (subitize), *cardinalidad* (counting cardinal objects), and *comparación* (to compare). The summary explains that each foundation builds upon another.

The materials provide vocabulary and academic language as well. For example, Unidad 4: Números hasta 20 includes the vocabulary *hacia atrás*, *componer*, *descomponer*, *igual*, *hacia adelante*, *mayor que*, *menos*, *más, once, doce, trece*, *catorce*, *quince*, *dieciséis*, *diecisiete*, *dieciocho, diecinueve*, and *veinte*. Teachers are instructed to utilize this vocabulary during instruction alongside students' informal language, helping students better understand and connect with experiences throughout the unit. Teachers add the vocabulary to the word wall and teach such words alongside the concepts in the unit.

The "Progresión de análisis de datos" section describes the student learning progression, such as detailing that students will work with real objects and images before moving on to the more abstract T-tables and bar graphs. This section does not offer the teacher specific background knowledge.

The materials include a "Resumen de suma y resta" section that lists "Destrezas de contenido" and "Habilidades linguisticas English Language Proficiency Standards (ELPS)." This section lists academic vocabulary, but does not offer teachers explicit vocabulary definitions or explanations. The summary lists content and language skills, such as "K.3(A)" and "K.2(C)."

1.2b – Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

The materials include a "Family Letter" in the "Unit 1: Addition & Subtraction Part 1" document. This letter includes support for families in English. It provides an overview of the unit and suggests activities to do at home, such as using crayons to solve problems and playing the "Subtraction Bump" game.

The "Family Support" tab includes a "Family Letter," which is available in English and Spanish. This letter includes suggestions to families on supporting their child's progress. Each unit of the *Teacher's Guide* includes family letters, which support families in their child's learning throughout the school year.

The "Family Support" tab includes the "Números hasta 20" family letter. This letter provides information about what the student is learning in Unidad 4. It also includes activities families can complete together outside the classroom to support student progress and success. Some activities encourage families to count objects with their child, such as beans, toys, or blocks. Another activity encourages families to have conversations with their child while at the supermarket. Families can use questions like, "I have ____ apples in this bag. How many apples would I have if I added one more? One less?" The materials include family letters in both English and Spanish.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	All criteria for guidance met.	7/7
1.3b	All criteria for guidance met.	3/3
1.3c	All criteria for guidance met.	1/1
—	**TOTAL**	11/11

1.3a – Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS and the ELPS).

Unidad 4: Números hasta 20 includes a "Conteo a coro" (rote counting) lesson. The detailed lesson plan includes a daily objective, questions, tasks, and materials. Note: ELPS language standards are not assessed in Spanish math.

Grade K, Unidad 4: Números hasta 20 includes a "Contando casas" (Counting Houses) lesson. The lesson includes an objective, a list of materials, questions to check for understanding, questions to promote the use of language standards, and tasks to promote mastery of the lesson objective. After reading the lesson's story on counting houses, students create representations of the story's numbers. The lesson reinforces the numbers 11–19 and their tens place.

Grade K, Unidad 2 details how student mastery of the lesson's content standards will be assessed. Examples include the exit ticket for the "Pastelitos perdidos" lesson and the recording sheet for the "Pingüinos divertidos" lesson.

The "Resumen" section provides a lesson overview, which includes daily objectives, specific questions to check for understanding, and a clear explanation of how content mastery will be assessed each day.

1.3b – Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.

The materials provide lesson overviews that list teacher and student materials and suggested pacing. The "Resumen de análisis de datos" document includes a "Título de lección" section, which includes lesson materials and the suggested pacing of instructional days for each lesson. For example, the "Clasifica los articulos escolares" lesson has a suggested pacing of one day.

The "Implementation Support" document provides specific guidance or recommendations for each lesson component's suggested timing.

In Unidad 3: Geometría, a lesson on triangles lists the following student materials to effectively deliver the lesson: "uno juego y recortes de figuras bidimensionales por grupo de estudiantes." The lesson includes the suggested timing for each lesson component.

1.3c – Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Each unit includes a "Mapa de actividades." The map for Unidad 1 includes a table that shows extension activities. This table helps teachers streamline lesson planning by reducing guesswork in assigning enrichment tasks.

The materials include lessons indicating that they offer additional support. These lessons help teachers to more effectively differentiate instruction by selecting lessons and materials for students who need additional practice. For example, in the "Cinco monos traviesos" lesson, students use concrete objects to solve problems by joining and separating up to five, using academic vocabulary to describe the process and resolution. Using a five frame and color chips, students connect this work with a story titled "Cinco pequeńos monos."

The "Apoyo adicional" section includes activities that address gaps before teaching new content. The materials support students who need review and provide guidance to teachers on how to scaffold learning.

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	9/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	All criteria for guidance met.	6/6
2.1e	All criteria for guidance met.	2/2
—	**TOTAL**	21/21

2.1a – Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

The pretest for grade K, Unidad 1 gathers data on what students already know, or prior knowledge, and uses the data to inform future instruction.

Unidad 7: Análisis de datos includes an "Evaluación previa de la unidad" for diagnostic purposes and an "Evaluación de la unidad" for summative assessment, along with formative "Boletos de salida" and "Controles de progreso" that collectively represent a variety of assessment types at both the unit and lesson levels.

The materials demonstrate a variety of assessment tasks through the "Mi proyecto de encuesta" section, which requires students to conduct a survey, organize data, and present conclusions, reflecting a complex, multi-step performance-based task.

Teachers can access the "Descripción del programa" tab within the digital *Teacher's Guide* and locate the "Componentes del programa" section, which describes the evaluations in each unit. The evaluations vary in type and complexity level and work together to provide a complete picture of a student's learning. In the examples provided, diagnostic assessments are conducted prior to the unit in order to determine students' prior knowledge and skills, as well as to provide students with continuous feedback. Formative assessments include the "Boletos de salida," "Hojas de registración," "Práctica intercalada," "Calentamientos diarios," "Proyectos de los estudiantes," and "Observaciones del maestro" exit tickets. Summative evaluations include "Evaluaciones de la unidad" and "Evaluación del fín del año." The materials include these continuous assessments at both the unit and lesson level.

Progress monitoring tools allow teachers to utilize a variety of assessments to determine student progress. For example, the "Controles de progreso" section of the "Progresión de sentido numérico"

document provides exit tickets and evaluations. These vary in types of tasks and questions and help teachers identify student misconceptions and understanding of concepts throughout the unit and lesson.

2.1b – Materials include the definition and intended purpose for the types of instructional assessments included.

The overview for grade K, Unidad 1 describes exit tickets, pre-assessments, and unit assessments, detailing how to assess, check progress, and facilitate the administration of assessments.

The materials include recommendations for teachers to administer an assessment prior to beginning the pre-unit assessment for Unidad 4: Números hasta 20. The "Nota" section explains that this assessment provides an opportunity to measure student progress from Unidad 1: Sentido númerico. The end-of-unit assessment reassesses several of the skills. This reassessment provides baseline data regarding a student's foundational knowledge or proficiency.

Unidad 7: Análisis de datos identifies various assessment types, such as pre-unit evaluations, unit evaluations, and exit tickets, as well as their purposes.

2.1c – Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

The assessment for Unidad 1 includes a "Prompts" section, which offers teachers guidance on administering the assessment. The assessment allows the teacher to score students based on three labeled categories that include descriptors based on student performance.

The materials offer clear evaluation instructions for the Unidad 7: Análisis de datos pre-unit assessment. These instructions detail how to read questions, allow student response time, and record performance for consistent assessment administration. The "Resumen de análisis de datos" table includes the suggested days for each lesson, providing specific pacing guidance that supports the accurate administration of instructional components.

In grade K, Unidad 6, the materials contain a "Dinero y educación financiera personal" unit assessment. The unit assessment contains the assessed standards, materials needed, and five prompts to give students. The prompts allow for the consistent and accurate administration of assessments. Each prompt contains three different levels of skills that rate the student as "proficient (3)," "developing (2)," or "emerging (1)." The materials include a section for teacher notes, recording sheets for students, class and student trackers, and interleaved practice.

2.1d – Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

Progress monitoring diagnostic assessments, such as the pre-assessment for Unidad 1: Sentido numérico, identifies where students excel or struggle and guides teachers to adjust teaching strategies accordingly. The unit pre-assessment identifies the TEKS covered in the unit in the "Destrezas evaluadas" section. The aligned TEKS appear next to the prompt.

Progress monitoring formative assessments provide an understanding of students' progress toward meeting learning objectives. For example, the objective of the exit ticket "¿Qué hay en mi alcancía?" is for students to identify coins and share their observations. This objective is aligned with TEKS K.4(A).

The pre-unit assessment for Unidad 7: Análisis de datos explicitly identifies *estándares evaluados* (TEKS V.E.1 and V.E.2), demonstrating the diagnostic assessment's direct alignment to specific content standards.

In Unidad 7, the "Resumen de análisis de datos" table systematically lists *destrezas de contenido* (TEKS) and *abilidades linguistica* (ELPS) for each lesson, ensuring that all formative and summative assessments embedded within the unit align with the relevant TEKS and lesson objectives.

2.1e – Instructional assessments include TEKS-aligned items at varying levels of complexity.

In grade K, Unidad 2, the materials include a "Suma y resta" summative unit assessment. Students must model a problem correctly and verbalize its solution in relation to the problem's context. The student "understands" what the story problem is asking to solve and also "understands" in order to verbally explain their solution. The student moves to the "apply" level of complexity when they calculate or compute the solution to the story problem.

In Unidad 7, the content progression moves from basic *clasificar objetos* tasks to complex *interpretar datos* tasks, culminating in a "Mi proyecto de encuesta" assignment in which students collect, organize, and present data. This assignment includes TEKS-aligned tasks that increase in cognitive complexity. "Mi proyecto de encuesta" is a multi-step task in which students "reúnen, organizan y registran sus datos en una gráfica" and "presentan sus datos y conclusiones." It is a clear example of a summative assessment that requires students' higher-order thinking and varied application of skills.

In Unidad 7, the materials include an "Análisis de datos" pre-unit assessment. For Prompt 2: Representación gráfica, to receive a "proficient" rating of 3, the student must utilize the buttons to precisely show the set of information in a graph. To apply Bloom's taxonomy, the student must "apply" their knowledge of graphs and "create" a graph to display the required information. Since the prompt assesses students in multiple ways, it is aligned with the TEKS.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	All criteria for guidance met.	2/2
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
—	**TOTAL**	5/5

2.2a – Instructional assessments and scoring information provide guidance for interpreting student performance.

The pre-assessment for grade K, Unidad 1 includes a section titled "Responding to Student Performance," which allows the teacher to interpret student performance.

The "Responding to Student Performance" section for grade K, Unidad 3, Assessment 1 allows the teacher to make instructional decisions based on their response to the prompt.

The unit includes both a pre-assessment and post-assessment with corresponding class and student progress-tracking sheets, such as Unidad 7's "Evaluación previa" and "Evaluación de la unidad" assessments. These resources provide supports for interpreting student performance and identifying misconceptions, aligning with rubric expectations for detailed scoring guidance.

The program includes diagnostic, formative, and summative assessments such as unit pre-assessments, exit tickets, and unit assessments. Each assessment has a rubric and tracker (Kinder descripción del programa, "Evaluaciones previas de la unidad" and "Evaluaciones de la unidad"), providing comprehensive guidance for interpreting student performance in alignment with rubric expectations.

In grade K, the materials include a "Descripción del programa" tab, in which educators can access the "Evaluaciones de unidades" section to learn about instructional assessments and scoring information. For example, the unit pre-assessment includes prompts that contain instructions on introducing performance tasks to students. The unit pre-assessment also provides guidance via a scoring rubric that contains proficiency levels. This rubric helps the teacher determine each student's proficiency level based on their performance.

2.2b – Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

Grade K, Unidad 7 includes a "Read All About It" sorting activity, which is a scaffold for students who did not master the concept of sorting objects.

Unidad 7 explicitly links assessment results to targeted instructional responses. The unit directs teachers to reteach specific lessons such as "¡Clasifícalo!" or "Lee todos los detalles" based on student

performance on individual assessment items, demonstrating alignment with rubric expectations for responsive instructional planning.

The program provides explicit suggestions for responding to student performance, including "Soporte adicional" and "Extensión" lessons linked to assessment results (Kinder descripción del programa, "Sugerencias para respondiendo al desempeño de los estudiantes"), demonstrating alignment with rubric expectations for data-driven instructional planning.

Teachers can reference the "Descripción del programa" tab (located in the *Teacher's Guide*) and refer to the "Lecciones y controles de progreso" section. The visual titled "Evaluación previa de la unidad sentido numérico" contains instructions for the "Class Progress Sheet," indicating that the tracker can be used to inform small group decisions using the "Respondiendo al desempeño de los estudiantes" suggestions. These suggestions provide activities that can be used to fill knowledge gaps that teachers observe during assessments.

Progress monitoring tools allow for a "Números hasta 20" unit pre-assessment. This assessment includes class tracker instructions and a section on responding to student performance. This resource allows the teacher to follow guidelines to group students based on assessment results. This resource also provides targeted activities to address specific skills.

2.2c – Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.

In the units on data analysis and personal financial literacy, teachers can track student progress on specific addressed standards and make notes on their performance. The student tracker allows students to shade the number of rectangles indicating the number of points they scored on the pre-assessment.

The program includes student progress sheets and class trackers that allow both teachers and students to monitor progress and growth over time, including the "Hoja de progreso de los estudiantes" and "Hoja de progreso de la clase." This inclusion satisfies rubric expectations for dual tracking tools.

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

Guidance marked with a (T) refers to teacher-facing components. Guidance with an (S) refers to student-facing components.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	All criteria for guidance met.	3/3
3.1b	All criteria for guidance met.	2/2
3.1c	All criteria for guidance met.	2/2
—	**TOTAL**	7/7

3.1a – Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

In grade K, the pre-assessment for Unidad 3: Geometría identifies students who need additional support. The materials suggest that students who struggle with Question 1 or Question 2 of the "Identificar figuras geométricas" prompt look at the "Collage de figuras geométricas" lesson, which will help them recognize geometric shapes and develop their interest in geometry.

In grade K, the pre-assessment for Unidad 1: Sentido numérico includes lessons that support and adapt instruction to meet students' needs. For example, to help students who struggle with Unidad 1's emphasis on number recognition, the materials encourage teachers to offer a lesson called "Números en la arena" to close learning gaps.

In grade K, under the "Progresiones de aprendizaje" section of the "Descripción del programa" tab, the materials explain that the "Lecciones de soporte adicional" allow teachers to differentiate to meet students' needs. The "Soporte adicional" lessons can be used to fill in knowledge gaps revealed by the unit pre-assessments.

3.1b – Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)

In Unidad 4's "Vocabulario/lenguaje académico" and "Marcos de oración para el desarrollo de lenguaje" sections, the materials embed vocabulary supports through academic word walls, sentence stems (e.g., "Yo sé que hay ___ porque . . ."), and contextualized language routines. The materials integrate these vocabulary supports across lessons and reinforce them through visuals and manipulatives.

Grade K, Unidad 5 includes a "Resumen de medición" document that contains a "Vocabulario/lenguaje académico" section. This section highlights how using vocabulary words bridges students' understanding from informal to formal language. Educators are guided to create a *muro de palabras* (word wall), which contains the vocabulary words, a student-friendly definition, and a picture. Educators then add words to the word wall as they appear or are introduced in the unit or program.

Grade K, Unidad 7 includes a "Resumen de análisis de datos kinder Unidad 6" document (although it should say "Unidad 7"). This document contains a "Marcos de oración para el desarrollo de lenguaje" section that references utilizing sentence stems. These stems encourage "the use of routine language for classroom communication to expand on and internalize vocabulary associated with math concepts."

3.1c – Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skill.

Unidad 1: Numerico sentido states, "If students are proficient with Prompts 1 and 2, engage them in the lesson titled 'Counting Collections Scaffold Forward.'" The "Scaffold Forward" section of this lesson indicates that "the lesson can be extended by creating larger collections for students to count."

In Unidad 6: Money Sort, the materials prompt students who can swiftly identify and sort coins to extend their learning. Students graph their coin quantities on a grid and compare amounts of each type.

The materials provide opportunities for extending students' skills in the "Progresión de aprendizaje" section of the "Descripción del programa." The "Actividades de extensiones" section provides opportunities to extend content for students who are ready.

In Unidad 5, a lesson on measuring titled "¿Más corto o más largo?" can be utilized as a concept development, enrichment, or extension lesson for students who demonstrate proficiency in a grade-level concept or skill. The lesson contains an "Extensión" section that provides teacher guidance.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	4/4
3.2b	All criteria for guidance met.	2/2
3.2c	All criteria for guidance met.	3/3
—	**TOTAL**	9/9

3.2a – Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.

The materials provide prompts and guidance to support teachers in communicating mathematics concepts directly and explicitly. For example, in Unidad 3: Geometría, students are encouraged to engage in a think-pair-share routine, which fosters meaningful academic conversations. The teacher supports students in discussing mathematical concepts confidently by using simple sentence frames. Structured speaking opportunities further enable students to practice and master basic and academic vocabulary.

In the lesson components of Unidad 2: Suma y resta (e.g., "Cinco monos traviesos," "Pingüinos divertidos"), the materials include explicit teacher prompts such as "Lea un problema a los estudiantes y permita tiempo para resolverlo." The materials also include embedded questioning strategies such as "¿Cómo podemos mostrar eso?" These prompts and strategies support the modeling and explanation of concepts.

A lesson titled "Carrusel" in Unidad 2: Suma y resta includes prompts to support and guide the teacher. The steps of the "Lesson Facilitation" section are explicit (direct). For example, Step 3 states, "Diga: Al comienzo del recreo, ocho estudiantes se subieron al carrousel para dar una vuelta. Invite a ocho voluntarios a entrar en el círculo y caminar en círculo si estuvieran en el carrusel." The modeling continues and explains the concepts to be learned.

3.2b – Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

The unit overview and lesson plans in Unidad 2: Suma y resta provide teachers with guidance for delivering lessons using varied instructional approaches, including direct instruction, storytelling, hands-on modeling, and collaborative routines.

The instructional design of Unidad 4: Números hasta 20 guides teachers to use multiple instructional approaches, including direct instruction, storytelling (e.g., "Llaman a la puerta," "Abuelita fue al mercado"), hands-on modeling with manipulatives, and collaborative routines such as think-pair-share.

In the "Conteo a corro parte 2" lesson in Unidad 4: Números hasta 20, the materials provide a variety of instructional approaches. For example, as students practice choral counting, the teacher writes the

corresponding numbers on the board. This routine is utilized throughout the year with varying initial numbers. For example, students practice counting by ones, tens, and counting forward and backward.

3.2c – Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

In the lesson plans and center activities of Unidad 2: Suma y resta (e.g., "Pastelitos glaseados," "Diez luciérnagas"), the materials support guided, independent, and collaborative practice through structured routines. The materials include teacher guidance such as grouping suggestions, sentence frames, and visual models, satisfying rubric expectations for multiple practice types and recommended instructional structures.

In the lesson and center activities of Unidad 4: Números hasta 20 (e.g., "Contando colecciones parte 2," "Decenas y unidades en la playa," "Primero en terminar"), the materials support guided, independent, and collaborative practice through structured routines and games. The materials include teacher guidance such as grouping strategies, sentence frames, and visual supports, satisfying rubric expectations for multiple practice types and recommended instructional structures.

Unidad 6: Dinero y educación financiera personal includes a lesson titled "Clasificando monedas." This lesson contains a collaborative type of practice in which students work in partners to classify coins. The lesson begins with guided whole-group practice. The "Sugerencias" section provides guidance to support the lesson's implementation.

3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	This guidance is not applicable to the program.	N/A
3.3b	All criteria for guidance met.	1/1
3.3c	All criteria for guidance met.	8/8
3.3d	This guidance is not applicable to the program.	N/A
—	**TOTAL**	9/9

3.3a – Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

This guidance is not applicable because the Spanish program does not require guidance on providing linguistic accommodations.

3.3b – Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

In Unidad 1: Sentido numérico, the unit overview and lesson facilitation notes provide clear guidance for implementing instruction in bilingual and dual language classrooms, including using bilingual read-alouds, vocabulary walls, and sentence stems in both English and Spanish. This guidance supports effective integration into state-approved bilingual/ESL instructional models.

The "Program-Level Embedded Supports" and "Multilingual Supports Planning" documents in the "Apoyo multilingüe" resource offer clear strategies for implementing instruction in bilingual and dual language settings. These strategies include guidance on using read-alouds, anchor charts, and sentence stems in both English and Spanish to support language development and content mastery.

The "Additional Suggested Program Level Supports" section within the "Apoyo multilingüe" resource includes guidance for bilingual and dual language programs.

In grade K, the "Apoyos multilingüe" resource contains teacher guidance dedicated to addressing implementation. For example, the overview and background contains information on promoting

bilingualism and biliteracy for dual language programs. There are multilingual supports for each unit in the program.

3.3c – Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Unidad 1: Sentido numérico includes embedded supports such as vocabulary cards, structured sentence frames, and opportunities for oral and written discourse. Lessons such as "Subitización," "Comparando torres," and "Pulseras de enlace numérico" help students build academic vocabulary, increase comprehension, and make cross-linguistic connections through repeated, scaffolded practice.

The "Program-Level Embedded Supports" and "Multilingual Supports Planning" documents in the "Apoyo multilingüe" resource offer clear strategies for implementing instruction in bilingual and dual language settings. These strategies include guidance on using read-alouds, anchor charts, and sentence stems in both English and Spanish to support language development and content mastery.

Unidad 3: Geometría includes a lesson titled "Collage de figuras." This lesson includes materials to help increase student comprehension and background knowledge through oral and written discourse. The materials provide guidance for teachers to support emergent bilingual (EB) students in developing academic vocabulary. Step 8 of the lesson offers an opportunity to develop academic vocabulary orally and through written discourse via the key words *rectángulo* and *cuadrado*.

3.3d – If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

This guidance is not applicable because the program is not designed for dual language immersion (DLI) programs.

4. Depth and Coherence of Key Concepts

Materials are designed to meet the rigor of the standards while connecting concepts within and across grade levels/courses.

4.1 Depth of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	All criteria for guidance met.	1/1
—	**TOTAL**	3/3

4.1a – Practice opportunities over the course of a lesson and/or unit (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.

The materials include an "Evaluación de la Unidad 3: Geometría" assessment. The unit assessment evaluates TEKS standards K.6(E) and K.6(D), "Clasificar y identificar los atributos de figuras." The student must correctly classify all the examples of each shape (*figura*), including squares and rectangles. The student must also correctly identify at least one attribute from each of the four groups of shapes (*círculo*, *tríangle*, *rectángulo, cuadrado*) in order to score a level of *experto*. By requiring students to demonstrate a depth of understanding aligned to the TEKS—in this example, K.6(E) and K.6(D)—and having instructional assessments that align to provide accurate data regarding students' proficiency, teachers can make informed instructional decisions and tailor instruction to meet student needs.

4.1b – Questions and tasks progressively increase in rigor and complexity, leading to grade-level proficiency in the mathematics TEKS.

The materials include a lesson titled "Torre de manzanas" within Unit 1: Sentido númerico. Students construct and analyze models of numbers from one to ten within the context of a story. Students look for patterns and make connections between similarities and differences.

The "Progresión de análisis de datos—mapa de contenido de kinder" outlines a clear instructional sequence. This sequence progresses from a basic c*lasificar objetos* task to creating various types of graphs, and then to a more complex *interpretar datos* task, systematically increasing the rigor and complexity of the learning objectives.

The "Resumen de contenido" explicitly details the pedagogical progression from concrete experiences with classifying and graphing to more abstract analysis and data interpretation, ensuring that tasks build towards grade-level proficiency in the TEKS.

Finally, the "¿Más pesado o más ligero?" lesson in Unidad 5 states that students will compare weights relative to objects and register their comparisons. This activity increases in rigor and complexity. After students weigh their objects, they order them from lightest to heaviest and explain their reasoning.

4.2 Coherence of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	3/3
4.2c	All criteria for guidance met.	4/4
—	**TOTAL**	8/8

4.2a – Materials demonstrate coherence across units by explicitly connecting patterns, big ideas, and relationships between mathematical concepts.

The "Foundation Progressions Learning Principle" states that lessons are sequence-based. Lessons scaffold the instruction of mathematical concepts rather than teaching concepts in isolation. The interleaved practice connects financial literacy back to place value and to Geometry 3 shapes, interweaving three different mathematical concepts.

The unit overview describes how students move from classifying objects to creating real-object graphs. Students then move to pictorial graphs, explicitly connecting foundational classification skills to data representation and analysis. This progression aligns with rubric expectations for conceptual coherence.

The program emphasizes conceptual connections across units through "Learning Progressions" and "Concept Development" sequences (Kinder descripción del programa, "Progresión de aprendizaje" and "Los conceptos matemáticos están entrelazados"), aligning with rubric expectations for coherence across mathematical ideas.

The "Descripción del programa" tab includes a section titled "Calentamientos diarios," which explains that the *calentamientos diarios* (daily energizers) can be used to enable creative thinking regarding the mathematical concepts that students have been learning. The energizers can also be used as a method of coherence in reviewing prior concepts. The energizers are designed to facilitate conversations in which students share ideas by learning from one another. When students see connections between concepts, they are more likely to remember and apply their learning to new situations.

The materials guide educators to a "Resumen de dinero y educación financiera personal" section, which explains the unit's big ideas. For example, students learn to identify the U.S. coins. Students then use this concept to explore ways to earn money and understand the difference between goods and services.

4.2b – Materials demonstrate coherence across units by connecting the content and language learned in previous courses/grade levels and what will be learned in future courses/grade levels to the content to be learned in the current course/grade level.

The unit summary states that students will extend their graphing skills in grade 1 using T-charts and bar graphs. The unit summary also references prior knowledge from classification activities, demonstrating vertical alignment in content and language as required by the rubric.

The program builds coherence across grade levels by referencing prior standards in "Soporte adicional" lessons and previewing future content in "Extensión" lessons (Kinder descripción del programa, "Actividades de apoyo adicional" and "Actividades de extensiones"). The program also maintains consistent academic vocabulary and models, satisfying rubric expectations for vertical alignment.

Teachers can reference the "Mapa de contenido de kinder" within Unidad 6 to understand how content to be learned in future grade levels connects to the content to be learned in the current grade level. For example, the unit presents the four primary U.S. coins to students. In grade K, students learn to identify the coins. In grade 1, students explore how the coins relate and learn the value of each coin. Students also learn the purpose of earning income and how to make an income. In grade 1, the materials emphasize explaining how to allocate income between expenses, savings, and donations.

For example, in grades K–2, the "Vocabulario/lenguaje académico" section within Unidad 6 indicates that "los términos que aparecen a continuación aparecen en los estándares. Utilízalos durante la instrucción junto con el lenguaje de los estudiantes." The section describes how the vocabulary terms can be connected to student experiences and suggests creating a word wall. However, the materials do not demonstrate coherence across units by connecting "the language learned in previous courses/grade levels to the content to be learned in the current course/grade level."

In grade K, the digital *Teacher's Guide* (*Guía de maestro*) provides *tarjetas de vocabulario* for teachers to access.

4.2c – Materials demonstrate coherence at the lesson level by connecting students' prior knowledge of concepts and procedures from the current and prior grade level(s) to new mathematical knowledge and skills.

Each lesson, such as "Clasificando zapatos" and "El cambio en mi bolsillo," builds on prior classification and graphing experiences and includes scaffolded questions that connect current and previous grade-level concepts and procedures. The lessons thus satisfy all four rubric criteria for lesson-level coherence.

Each lesson includes clear connections to prior knowledge, scaffolded instruction, and opportunities for extension, supported by sentence stems, vocabulary, and process standards (Kinder descripción del programa, "Facilitación de la lección" and "Sugerencias de la lección").

Grade K, Unidad 4 provides an overview. The "Content Summary" section describes how "students use their prior experiences and knowledge from Unit 1 to explore numbers within 20." Students expand on their number sense skills to explore teen numbers as a ten-and-one unit. Students connect their current knowledge of counting to develop the new skill of making or "building" a teen number (such as 16) from red/blue chain links.

In a Unidad 4 lesson titled "Dragons & Links," students represent numbers and analyze the relationships between teen numbers (new mathematical knowledge). Students utilize their knowledge and skills regarding numbers up to 10 to notice and make predictions of "one more" by counting (current skill) to confirm their predictions. The teacher asks scaffolding questions, such as, "How can we show the number 16 on our number path?"

4.3 Coherence and Variety of Practice

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	All criteria for guidance met.	4/4
4.3b	All criteria for guidance met.	4/4
—	**TOTAL**	8/8

4.3a – Materials provide spaced retrieval opportunities with previously learned skills and concepts across lessons and units.

As students start to identify and create 2D and 3D shapes, the "Content Map" outlines how students will identify shapes regardless of their orientation.

In Unidad 7's "Oportunidades de práctica en espiral e intercalada" section, a daily warm-up explicitly encourages the use of prior unit centers for spiral review. This warm-up provides repeated exposure to previously learned skills and concepts across lessons and units, as required by the rubric.

The program incorporates daily warm-ups, interleaved practice, and centers that revisit previously learned concepts across units (Kinder descripción del programa, "Calentamientos diarios" and "Práctica sugeridas en espiral e intercaladas"). The program thus provides robust spaced retrieval opportunities in alignment with rubric expectations.

Grade K, Unidad 2: Suma y resta includes a document titled "Resumen de suma y resta." The "Oportunidades de práctica en espiral e intercalada" section explains that the *calentamientos diarios* (daily energizers) offer constant reviews and opportunities to provide spaced retrieval (*recuperación espaciada*) during the program.

Grade K, Unidad 4: Números hasta 20 includes a document titled "Resumen de números hasta 20." The "Oportunidades de práctica en espiral e intercalada" section explains that the *calentamientos diarios* (daily energizers) offer constant reviews and opportunities to provide spaced retrieval (*recuperación espaciada*) during the program.

4.3b – Materials provide interleaved practice opportunities with previously learned skills and concepts across lessons and units.

The "Shape Collage Mystery Shape" activity in grade K, Unidad 3 allows students to identify and sort triangles and rectangles. Students then create a shape collage based on a book they read using their own art interpretation.

The unit integrates interleaved practice through activities such as "Mi proyecto de encuesta" and "¡Lee todos los detalles!" Such activities require students to apply classification, graphing, and analytical skills in varied contexts, aligning with rubric expectations for interleaved practice across lessons and units.

The program includes interleaved practice through fluency-building activities, centers, and mixed-content tasks such as "Actividades para desarrollar la fluidez" and "Evaluaciones de progreso" (Kinder descripción del programa, "Objetivos de fluidez" and "Centros"). The program thus satisfies expectations for interleaved practice across lessons and units.

In grade K, the "Descripción del programa" tab includes a section titled "Componentes del programa." The section explains the formative assessments conducted to monitor student learning. The formative assessments include interleaved practice (or *práctica intercalada*) opportunities to engage with concepts.

5. Balance of Conceptual and Procedural Understanding

Materials are designed to balance conceptual understanding, procedural skills, and fluency.

5.1 Development of Conceptual Understanding

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.1a	All criteria for guidance met.	3/3
5.1b	All criteria for guidance met.	1/1
5.1c	All criteria for guidance met.	1/1
—	**TOTAL**	5/5

5.1a – Questions and tasks require students to interpret, analyze, and evaluate models and representations for mathematical concepts and situations.

The materials include lessons in Unidad 2, such as "Diez luciérnagas" and "Llenando cajas de manzanas," that require students to interpret and analyze models such as ten-frames, color-coded counters, and pictorial representations. Students evaluate how these models represent number combinations and part-part-whole relationships.

Grade K, Unidad 3 provides a lesson on analyzing shapes. This lesson includes questions and tasks that require students to interpret, analyze, and evaluate models and representations for mathematical concepts and situations. For example, in the lesson titled "Clasificación de figuras parte 2," students are tasked with sorting shapes and are asked to explain how they classified the shapes. The teacher provides guiding questions such as the following: "Which shapes can be classified as rectangles?" "Why?" "How are shapes E and S similar?" "How are shapes N and M different?" "How is shape H different from all other shapes with four straight lines?"

In Unidad 4, "Facilitación de la lección" lessons such as "Hablemos del marco de diez" and "Contando por el mundo" require students to interpret and analyze models like ten-frames, linking cubes, and pictorial representations. Students evaluate how these models represent numbers and relationships.

5.1b – Questions and tasks require students to create models to represent mathematical situations.

Grade K, Unidad 3: Geometría includes a lesson titled "Búsqueda del tesoro de sólidos," in which students embark on a real-life "quest" to find examples of spheres, cones, cylinders, and cubes in the classroom and around the school. Students thus discover the geometry that surrounds them.

Students are consistently prompted to create models using manipulatives such as linking cubes, two-color counters, and pictorial representations to show numbers and relationships, such as in the Unidad 4 lessons "Contando casas" and "Contando colecciones parte 2."

Students are consistently prompted to create models using manipulatives and drawings to represent addition and subtraction scenarios. For example, in the Unidad 2 lessons "Pastelitos perdidos" and "Carrusel," students act out or build models to solve problems.

5.1c – Questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts.

In Unidad 4, the materials include the tasks "Comparando galletas" and "Agitar y comparar," which require students to apply their understanding of quantity and comparison to novel contexts. Students use real-world scenarios and manipulatives to justify their reasoning.

The Unidad 2 tasks "Más cercano a diez o cero" and "Pingüinos divertidos (extensión)" require students to apply their understanding of addition and subtraction to novel contexts. Students use real-world scenarios and manipulatives to justify their reasoning.

The materials provide an "Investigación" section within the "Descripción del programa" tab in the *Guía para maestros*. The "Exploración de conceptos y lucha productiva" section states that the questions and tasks within the units enable students to develop flexible thinking and target critical thinking skills, as well as to apply such skills to new situations.

5.2 Development of Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.2a	All criteria for guidance met.	2/2
5.2b	All criteria for guidance met.	3/3
5.2c	All criteria for guidance met.	3/3
5.2d	All criteria for guidance met.	1/1
—	**TOTAL**	9/9

5.2a – Materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level tasks.

The materials provide students with opportunities to practice counting and organizing sets of objects to help them achieve automaticity in subitizing. The "Content Summary" for grade K, Unidad 4: Números hasta 20 indicates that students may struggle with subitizing without sufficient experience. In the lesson "Numbers in the Sand, Part 2," teachers show a card with a number from 11 and the corresponding choral count, while students place two-color counters on a double ten frame to reinforce this skill.

A daily energizer within Week 1 requires students to count aloud by ones and stop at 10. In Week 2, students count aloud by ones and stop at 20. Students repeat the task in Week 3, this time counting by ones and stopping at 30. Each subsequent week adds 10 more to the counting routine. The practice of counting helps students build fluency, allowing students to focus more on critical thinking tasks and problem-solving abilities.

Unidad 2: Resumen de suma y resta includes opportunities for spiral practice. The materials reference a list of activities that construct fluency, which can be found in the program summary.

5.2b – Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures within the lesson and/or throughout a unit.

The "Building Fluency" section of Unidad 1: Sentido numérico incorporates a workstation that enables students to become more proficient at identifying and matching quantities that are oriented in different ways. Students engage in the "Dot Card Quantity Match" and "Domino Parking Lot" activities to develop proficiency.

In the lesson extensions and center activities of Unidad 2: Suma y resta (e.g., "Pingüinos divertidos," "Pastelitos perdidos"), the materials offer opportunities for students to apply efficient, flexible, and accurate procedures. The materials encourage multiple strategies (such as counting on or composing and decomposing numbers) and prompt students to justify their thinking.

In the lesson extensions and center activities of Unidad 4: Números hasta 20 (e.g., "Gira el número parte 2," "Uno más o uno menos parte 2," "Comparando galletas"), the materials offer opportunities for students to apply efficient, flexible, and accurate procedures. The materials encourage multiple strategies (e.g., counting on, using manipulatives, comparing sets) and prompt students to justify their thinking, which aligns with rubric expectations for procedural application.

5.2c – Materials provide opportunities for students to evaluate procedures, processes, and solutions for efficiency, flexibility, and accuracy within the lesson and throughout a unit.

The lesson suggestions for Unidad 1: Sentido numérico recommend that if a student needs additional support, they can open their eyes and watch the claps while counting. Students can use this procedure to help them better understand the concept they are learning.

In the lesson discussions and sentence frame routines for Unidad 2: Suma y resta, the materials prompt students to evaluate the efficiency and accuracy of their strategies using reflection questions such as "¿Cómo sabes que tu solución es razonable?" and peer discussion routines. The materials thus align with rubric expectations for evaluating procedures within and across lessons.

Unidad 2 includes a lesson titled "Pastelitos perdidos," which offers opportunities for students to evaluate their process for solving problems. Students explain how they solved each problem with a partner. Teachers prompt students with the following guiding questions: "How is the process of joining or separating similar?" "How is the process of joining or separating different?" "How does a ten frame help you to solve the problem?"

5.2d – Materials contain embedded supports for teachers to guide students toward increasingly efficient approaches.

Unidad 1: Sentido numérico includes the lesson "El mono tramposo." The materials suggest that the teacher asks students how the problem compares to other problems, which guides students to find efficient approaches to solving the problem. The materials also instruct teachers to look for students who have not yet recognized the pattern, then briefly review the story with them. Teachers then ask students, "What is happening to the monkeys each time?" The materials embed supports such as strategy comparisons, efficiency-focused questioning, and scaffolding suggestions to guide students toward more efficient approaches.

In the teacher notes and "Sugerencias" sections of Unidad 4: Números hasta 20 (e.g., "Contando colecciones parte 2," "Comparando galletas," "Gira el número parte 2"), the materials embed supports such as strategy comparisons, efficiency-focused questioning, and scaffolding suggestions to guide students toward more efficient approaches.

Unidad 2: Suma y resta includes the lesson "Diez luciérnagas," which provides embedded supports for the teacher as students learn to count objects in images and represent the same amount using counters

and a double ten frame. Prompts advise the teacher to guide students in utilizing concrete objects, pictorial models, and number sentences to represent part-part-total problems, ensuring efficiency and accuracy.

5.3 Balance of Conceptual Understanding and Procedural Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.3a	All criteria for guidance met.	2/2
5.3b	All criteria for guidance met.	3/3
5.3c	All criteria for guidance met.	6/6
—	**TOTAL**	11/11

5.3a – Materials explicitly state how the conceptual and procedural emphasis of the TEKS are addressed.

In Unidad 1: Sentido numérico, lessons such as "Osos en la cueva" provide structured opportunities for students to create, connect, and explain their thinking using concrete models and numeric representations. Such opportunities support the development of mathematical reasoning and communication aligned with grade-level expectations.

The "Program-Level Embedded Supports" offer clear strategies for implementing instruction in bilingual and dual language settings. Such strategies include guidance on using read-alouds, anchor charts, and sentence stems in both English and Spanish to support language development and content mastery.

Unidad 2: Suma y resta includes a lesson on addition and subtraction, which supports students in connecting, creating, defining, and explaining concrete, representational, and abstract models.

5.3b – Questions and tasks include the use of concrete models and manipulatives, pictorial representations (figures/drawings), and abstract representations, as required by the TEKS.

In Unidad 1: Sentido numérico, lessons such as "Subitización" engage students in using concrete manipulatives (e.g., counters, linking cubes), pictorial models (e.g., ten-frames, dot cards), and numeric symbols to represent quantities. This work ensures that students experience a progression from concrete to pictorial to abstract representations, as required by the standards.

The "Program-Level Embedded Supports" and "Multilingual Supports Planning" documents in the "Apoyo multilingüe" resource offer clear strategies for implementing instruction in bilingual and dual language settings. Such strategies include guidance on using read-alouds, anchor charts, and sentence stems in both English and Spanish to support language development and content mastery.

In grade K, in a unit on "Dinero y educación financiera personal," the materials provide questions and tasks that include using concrete, pictorial, and abstract representations as required by the TEKS. The "Mapa de actividades de kinder" document includes lessons marked with a "C," "P," or "A" accordingly.

5.3c – Materials include supports for students in connecting, creating, defining, and explaining concrete and representational models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS.

In Unidad 1: Sentido numérico, lessons such as "Pulseras de enlace numérico," "La mariquita y sus puntos," and "Bolsitas de descomposición" explicitly guide students to compose and decompose numbers using concrete models and pictorial representations. Such lessons support students' conceptual understanding of part-whole relationships and procedural fluency in number operations.

The "Program-Level Embedded Supports" and "Multilingual Supports Planning" documents in the "Apoyo multilingüe" resource offer clear strategies for implementing instruction in bilingual and dual language settings. Such strategies include guidance on using read-alouds, anchor charts, and sentence stems in both English and Spanish to support language development and content mastery.

The "Resumen de contenido" section within Unidad 4: Números hasta 20 includes materials that explain how students move from the concept of subitizing (s*ubitización*) to conceptual understanding.

5.4 Development of Academic Mathematical Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.4a	All criteria for guidance met.	3/3
5.4b	All criteria for guidance met.	1/1
5.4c	All criteria for guidance met.	6/6
—	**TOTAL**	10/10

5.4a – Materials provide opportunities for students to develop academic mathematical language using visuals, manipulatives, and other language development strategies.

The "Apoyo para la Implementación" document delivers essential support for vocabulary, syntax, and discourse through strategic sentence stems, targeted lesson facilitation questions, and clear instructional "look fors." These elements are crucial for fostering meaningful mathematical conversations and significantly advancing student language development.

Unidad 1: Sentido numérico supports academic language development through manipulatives, pictorial models, and vocabulary walls that connect terms to student experiences. Throughout the unit, particularly in lessons like "Pingüinos divertidos" and "El carrusel loco," the materials provide the teacher with structured routines such as think-pair-shares, sentence stems (e.g., "Coloqué ___, luego ___"), and exemplar responses to facilitate peer discourse and refine students' academic math language over time.

Grade K, Unidad 2: Suma y resta includes a lesson on utilizing concrete objects to solve joining and separating problems up to 10. The lesson uses a book titled *Diez manzanas en la cabeza* as a visual for students during whole-group instruction. Lesson manipulatives include a work mat titled "Cabeza de animal" and *fichas* (bingo counters). The lesson guides the teacher to use *preguntas de guía* (guiding questions) such as the following: "¿Con cuántas manzanas empezó tu animal?" "¿Y luego qué pasó?" "¿Cómo podemos mostrar eso?" Guiding questions are examples of language development strategies.

5.4b – Materials include embedded teacher guidance to scaffold and support students' development and use of academic mathematical vocabulary in context.

In the "Just a Minute" activity within Unidad 1: Sentido numérico, students count objects and verbally summarize parts of a story. The "Lesson Facilitation" section guides teachers to scaffold learning while supporting students' academic vocabulary development.

In the Unidad 2: Suma y resta lesson "Five Silly Monkeys," students use concrete objects to solve joining and separating problems. Students use spoken words to describe how to solve a problem. The bottom of the page includes lesson suggestions that advise teachers on additional strategies to help students understand the concept.

The "Apoyo para la implementación" document in grade K includes embedded teacher guidance through unit internalization templates and lesson-planning prompts. These templates and prompts scaffold vocabulary development in context using prior knowledge, misconceptions, and instructional implications.

5.4c – Materials include embedded teacher guidance to support the application of appropriate mathematical language to include vocabulary, syntax, and discourse to include guidance to support mathematical conversations that provide opportunities for students to hear, refine, and use math language with peers and develop their math language toolkit over time as well as guide teachers to support student responses using exemplar responses to questions and tasks.

The "Apoyo para la implementación" document provides structured support for vocabulary, syntax, and discourse through sentence stems, think-pair-share routines, lesson facilitation questions, opportunities for students to explain reasoning using academic language, and instructional look fors that promote mathematical conversations and student language development.

In Unidad 4: Números hasta 20, teachers can access a lesson titled "Horneando galletas." The lesson includes teacher guidance on supporting students as they describe each number in *decenas* (tens) and one more. For example, students converse as they engage in the following guiding questions: "¿Cómo se relacionan los enlaces con el marco de diez?" "¿Cuántas galletas haz horneado ahora?" "¿Cómo lo sabes?"

Teachers can access the lesson titled "Contando por el mundo" in Unidad 4, which includes teacher guidance on supporting students. For example, in the "Sugerencias" section of the lesson, the guidance advises teachers to utilize the conversation in base of ten, such as ten and five more interchangeably using the word form "fifteen." Teachers then ask students how these two relate. Teachers can also ask students, "¿Cómo podríamos mostrar este número en nuestra ruta numérica?" Students then participate in a think-pair-share routine.

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	All criteria for guidance met.	1/1
5.5b	All criteria for guidance met.	2/2
5.5c	All criteria for guidance met.	2/2
5.5d	All criteria for guidance met.	1/1
—	**TOTAL**	6/6

5.5a – TEKS process standards are integrated appropriately into the materials.

The "Apoyo para la implementación" document integrates the TEKS process standards by aligning lesson internalization, vocabulary, and student expectations to mathematical reasoning, communication, and problem-solving across all units.

Unidad 6: Resumen de dinero y educación financiera personal includes a section titled "Conexiones de destrezas en proceso." This section states that students should create and utilize representations to organize and communicate information about coins. Students also communicate mathematical ideas, reasoning, and implications regarding needs, wants, and income. At the end of the unit, students investigate a career and create a representation to organize, record, and communicate discoveries.

In Unidad 2, the "Resumen de suma y resta" includes a section titled "Conexiones de destrezas en proceso." This section states that students should continue to communicate using the think-pair-share routine. Students use work mats, counters, drawings, and number sentences to organize, record, and communicate their mathematical ideas. Illustrated books create contexts that contribute to everyday life, society, and places of employment.

5.5b – Materials include a description of how TEKS process standards are incorporated and connected throughout the course.

The "Program Unit Map" and "Unit Overviews" documents clearly demonstrate the interconnection of process standards across the unit, emphasizing a deliberate progression of skills, vocabulary, and consistent routines that effectively build conceptual understanding.

The "Apoyo para la implementación" document describes how the TEKS process standards are incorporated and connected throughout the course. The document uses "Year-at-a-Glance" and "Unit-at-a-Glance" templates that align pacing, vocabulary, and instructional focus.

The "Unidad 1: Sentido numerico" document outlines how process standards are connected across the unit through a progression of skills, vocabulary, and repeated routines that build conceptual understanding.

5.5c – Materials include a description for each unit of how TEKS process standards are incorporated and connected throughout the unit.

Unidad 1: Sentido numerico includes detailed lesson plans that show how process standards are addressed through the use of manipulatives (such as two-color counters, work mats, and ten frames), discourse (sentence stems, think-pair-share routines, and whole-group opportunities), and problem-solving strategies.

The grade K "Program Overview" details which unit will incorporate certain TEKS. It also provides a suggested number of instructional days for each unit.

The "Apoyo para la implementación" document includes unit-specific overviews and internalization sections that describe how the TEKS process standards are incorporated and connected through vocabulary, manipulatives, and student expectations.

In each unit overview, the materials include a description of how process standards are incorporated and connected throughout the unit. For example, in Unidad 5: Medición, the materials cycle Process Standard 1(A) through the curriculum five times during the lessons "El gran salto," "Comparando nombres," "Limonada para el almuerzo," "Desayuno con los osos," and "Clasificación de medidas."

5.5d – Materials include an overview of the TEKS process standards incorporated into each lesson.

The "Apoyo para la implementación" document provides lesson-level internalization guidance that includes unpacking TEKS and ELPS, identifying vocabulary, and planning for student engagement, ensuring process standards are embedded in each lesson.

Unidad 6: Resumen de dinero y educación financiera personal includes a "Conexiones de destrezas en proceso" section, which states that students create and utilize representations to organize and communicate information about coins. Students also communicate mathematical ideas, reasoning, and implications regarding needs, wants, and income. At the end of the unit, students investigate a career and create a representation to organize, register, and communicate their discoveries.

Unidad 2: Resumen de suma y resta includes a section titled "Conexiones de destrezas en proceso." This section states that students should continue to communicate using the think-pair-share routine. The students use work mats, counters, drawings, and number sentences to organize, record, and communicate their mathematical ideas. Illustrated books create contexts that contribute to everyday life, society, and places of employment. Students analyze mathematical relationships when they relate numerical sentences (symbols) to their model or strategy of solving each problem, which helps students develop procedural fluency in future grades.

6. Productive Struggle

Materials support students in applying disciplinary practices to productive problem-solving, including explaining and revising their thinking.

6.1 Student Self-Efficacy

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.1a	All criteria for guidance met.	3/3
6.1b	All criteria for guidance met.	6/6
6.1c	All criteria for guidance met.	3/3
—	**TOTAL**	12/12

6.1a – Materials provide opportunities for students to think mathematically, persevere through solving problems, and to make sense of mathematics.

Grade K daily energizers provide routine practice opportunities for students. These energizers require students to demonstrate a deep understanding by thinking critically, persevering through problem-solving, and grasping mathematical concepts. Daily prompts encourage students to think deeply, share their reasoning, learn from one another, and make connections to the world around them. The most important aspect of the energizers is the exploration that occurs through the conversations they generate. Everyone thinks differently, and these diverse perspectives should be examined and shared. For example, in Week 11 of the daily energizers, the materials include a picture with seven red fish and five larger blue fish. The materials provide a statement that reads, "There are more blue fish than red fish." The materials include prompts for students to determine whether this statement is true or false and to provide an explanation for their reasoning. In this case, the statement is false. Teachers can ask students to describe how someone might mistakenly think that there are more blue than red fish.

In grade K, the "Descripción del programa" includes a section titled "Investigación." Within this section, the "Exploración de conceptos y lucha productiva" states that "as students progress, they will need conceptual understanding as a foundation for content learned." Concept exploration involves concrete objects for students to manipulate and associate with relevant context that is accessible to students. The teacher asks clarifying questions to "pull out the math" from students' actions. The exploration provides opportunities to attach formal vocabulary to mathematical processes and address common misconceptions.

Grade K, Unidad 1: Numerico sentido includes a lesson titled "Subitización." This lesson includes opportunities for students to think mathematically, persevere through solving problems, and make sense of mathematics. For example, in Step 2 of the lesson facilitation, the materials guide the teacher to ask students to explain how many dots they see on a card and how they know. The "Sugerencias" section provides educators with ways to encourage deeper engagement with the concept of subitization.

6.1b – Materials support students in understanding, explaining, and justifying that there can be multiple ways to represent and solve problems and complete tasks.

Materials assist students in recognizing that there are multiple ways to accomplish tasks. For instance, Unidad 2: Suma y resta includes a lesson titled "Más cercano a diez o cero." In this lesson, students roll a number cube and use two-color counters along with a ten-frame to represent the number they rolled. Students then roll the number cube a second time and add that amount to their ten-frames. After this, they write an equation that corresponds to their turn. Once both partners have completed their rolls, they determine whose total is closest to ten. The materials also provide sentence stems to help students articulate their reasoning. One example of a sentence stem is: "I rolled a ___ and then a ____, so my total is ___. ____ rolled closest to ten. I know because...."

The "Apoyo para la implementación" document supports students in understanding and justifying multiple representations and solutions by embedding lesson prompts, manipulatives, and student discourse strategies across the units. The document supports multiple representations and justifications through activities such as composing/decomposing numbers, comparing models, and using sentence stems to explain reasoning.

Unidad 1 includes a lesson titled "Estaciona el dominó." The materials ask students to share observations about what they notice, and what questions they may be asking themselves. Students work in pairs to determine the total number of dots on a domino. The materials provide time for students to agree or disagree and explain their reasoning.

6.1c – Materials are designed to require students to make sense of mathematics through multiple opportunities for students to do, write about, and discuss math with peers and teachers.

Grade K, Unidad 5: Medición includes a lesson titled "Comparing Capacity." This lesson invites students to compare the capacity of various containers. Students practice explaining their reasoning about which container has the greatest capacity. During this hands-on exploration, students work with containers of different sizes that are filled with materials selected by the teacher, such as rice, beans, sand, and water.

Grade K, Unidad 1 includes a lesson titled "Collage de figuras." The materials require students to create a T-chart by folding a piece of paper in half, creating two sections. Students label one section *Triángulos* and the other section *Rectángulos*. Students sort the shapes and make observations regarding the variety of triangles and rectangles, noting their attributes (such as "sides" and "vertices") and making connections to academic vocabulary.

Unidad 3: Geometría includes a lesson titled "Clasificación de figuras parte 2." The materials are designed to require students to make sense of mathematics through multiple opportunities. For example, students participate in a think-pair-share routine to reflect on the different shapes they have previously reviewed and classify the shapes. During whole-group instruction, students share the way they classified the

shapes with the class. Students complete an exit ticket titled "Boleto de salida de clasificación de formas parte 2." Teachers then ask students the following: "Which figures/shapes can be classified as rectangles?" "Why?"

6.2 Facilitating Productive Struggle

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	All criteria for guidance met.	6/6
6.2b	All criteria for guidance met.	4/4
—	**TOTAL**	10/10

6.2a – Materials support teachers in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications.

Pre- and post-unit assessments are essential tools for teachers to assess students' understanding. These prompts allow students to articulate their reasoning and justify their answers, fostering a deeper understanding of the material. For example, the pre-assessment for grade K, Unidad 7: Análisis de datos encourages teachers to place a handful of button counters on the table. This engaging activity invites students to sort the buttons into groups, providing an opportunity to explain the differences and similarities between the groups. This approach allows teachers to assess students' understanding of key concepts in a meaningful way.

Similarly, in the unit assessment for Unidad 4: Números hasta 20, teachers present students with large cards featuring double ten frames that show 12 and 14 dots. This visual comparison actively engages students and challenges them to articulate their reasoning as they analyze the sets.

Unidad 1: Sentido numérico provides structured opportunities for students to share and reflect on their problem-solving approaches. For example, in the lesson "Comparando torres," students use bingo chips and ten-sided dice to build and compare towers, then articulate their reasoning using comparative language such as *mayor que* and *menor que*. Such opportunities develop students' explanations and justifications through guided peer discussion.

Unidad 5: Medición includes a lesson titled "Balanza de cubo." This lesson supports teachers in guiding students to share and reflect on their problem-solving approaches. For example, in the lesson, students compare the weight of objects using a balance and communicate their reflections verbally and in writing. The teacher guides students via the following prompt: "¿Cómo pueden saber si un objeto es más pesado o más ligero que otro usando la balanza?" The book *Just a Little Bit* in the "Sugerencias" section supports the teacher in guiding students as well. The book encourages conversation regarding the illustrations and requires students to share connections with the text (the balance in the book). The third bullet encourages students to explain how they can demonstrate their reasoning regarding whether a ball is heavier or lighter using the balance. Teachers guide students to explain how to prove that a jar can hold more water through a think-pair-share routine. The materials also include guiding questions to review students' comprehension, such as "¿Qué es la capacidad?"

6.2b – Materials include prompts and guidance to support teachers in providing explanatory feedback based on student responses and anticipated misconceptions.

In Unidad 1: Sentido numérico, the lesson "Evaluación previa de la unidad sentido numérico" provides targeted teacher guidance for addressing anticipated misconceptions by linking specific assessment items to follow-up lessons. For example, the lesson directs students who struggle with subitizing to the lesson "Subitización," in which students use visual models and verbal explanations to reinforce rapid quantity recognition. The materials thus enable teachers to deliver explanatory feedback that clarifies misunderstandings and deepens conceptual understanding.

The "Resumen de geometría" section for Unidad 3 includes both correct and incorrect sample student responses, along with suggested feedback for each response type. The sample responses employ academic vocabulary in reactions and feedback. The "Resumen del contenido" section reminds teachers that "instruction should include formal vocabulary in the informal descriptions students create. Students may explain that they observe corners or *partes puntiagudas* ('pointy parts')." Teachers take advantage of this opportunity to introduce the terms *vertex* or *vertices*. The "Conceptos erróneos comunes" section informs teachers that "students can identify three-dimensional objects, such as a box, by their two-dimensional sides. To address this, correctly phrase the student's observation: 'Yes, this box/cube has one square face.'"

Unidad 5: Medición includes a lesson titled "Clasificación de medidas." This lesson includes explanatory feedback on student responses to prompt and guide the teacher. For example, Step 4 of the lesson facilitation allows students to share their reasoning with the class using the sentence stem, "Puedo medir la capacidad de _____ porque..." The lesson includes prompts and guidance on anticipated misconceptions with support in the form of the following guiding questions: "¿Qué es lo que dirías que es muy pesado?" "¿Cómo sabes que es pesado?" Furthermore, the materials offer both prompts and guidance to support teachers in providing explanatory feedback based on students' responses and anticipated misconceptions. These include the following questions: "¿En qué se parecen los objetos de este grupo?" "¿En qué se diferencian los objetos de estos dos grupos?" The materials include guiding prompts for student responses in the form of the following sentence stems: "Creo que podemos ordenarlos por..." "Estos objetos podrían estar en el mismo grupo porque..." If a student has difficulty, the materials guide the teacher to ask the student to select two objects they see as the same and to explain how they are similar, encouraging the student to find more objects that are similar to the two selected.