Accelerate Learning Inc.

Supplemental Spanish Mathematics, 1

STEMscopes Texas Math Pulse–Grade 1 Spanish

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9798330804849**	**Digital**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	174	6	Flags Addressed	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	20 out of 20	100%
2. Progress Monitoring	20 out of 24	83%
3. Supports for All Learners	33 out of 35	94%
4. Depth and Coherence of Key Concepts	16 out of 16	100%
5. Balance of Conceptual and Procedural Understanding	38 out of 38	100%
6. Productive Struggle	19 out of 19	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)	1	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	1
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 are met.	4/4
1.1b	All criteria for guidance are met.	3/3
1.1c	All criteria for guidance are met.	2/2
1.1d	All criteria for guidance are met.	2/2
1.1e	All criteria for guidance met.	2/2
—	**TOTAL**	13/13

1.1a – Materials include an alignment guide outlining the TEKS, ELPS, and concepts covered, with a rationale for learning paths across grade levels (vertical alignment) and within the same grade level (horizontal alignment) as designed in the materials.

The materials provide a "Rationale for Scope Order" across and within grade levels, to show vertical alignment for math concepts across grade levels. The *Teacher Toolbox* outlines how concepts build in complexity across grade levels. This section also includes a clear Texas Essential Knowledge and Skill-aligned (TEKS)scope and sequence of grade 1 that provides evidence of key concepts covered. The materials provide a rationale for learning, which includes three focus areas for instructional time for teachers. The "Scopes" tab provides the progression of learning and reinforces skills that demonstrate a horizontal alignment across the grade level. In kindergarten, the" Unit/Module Overview (Content Support)" provides current content with alignment to future grade levels, including current standards aligned to the instructional units, with background knowledge from previous grade levels and the application process for mathematical standards.

1.1b – Materials include an implementation guide with usage recommendations and strategies for effective educator use in various contexts, such as just-in-time supports, advanced learning, or as a course.

The materials include a differentiation pathways document with just-in-time support for personalizing instruction based on students' proficiency levels and recommended intervention strategies to support all types of learners in the interventions tab found in the *Teacher Toolbox*; for example, adaptive development.

The materials include an "Implementation Guide" for the educator's use. This guide serves as a resource for educators to support their understanding of the curriculum and how to navigate the various tools included. The "Implementation Guide" further explains the functions of the 5E+IA model provided in each scope. These sections include learning supports for students' diverse needs and plans for interventions and extensions.

The "Differentiation Pathway" to assist educators in determining which activity to use to assist students in reaching their unique goals. These activities meet students where they are: "Approaching," "Meeting," or "Master" level in their content knowledge and skills. This guidance helps educators in adapting materials to student needs, and the information can be located in the *Teacher Toolbox* under "Lesson Planning Resources."

1.1c – Materials include a TEKS correlation guide with recommended skill entry points based on diagnostic assessment results.

The *Scaffolded Instruction Guide* allows the teacher to see 4 levels of performance sorted by percentile range. Teachers use this guide to search for suggested materials based on students' "Instructional Area" scores and needs. Additionally, key concepts and fundamental questions are provided for further diagnostic assessment by teachers. The suggested materials are organized by standards.

The "Suggested Scope Calendar" provides an interactive platform, allowing educators to view diagnostic assessments for each standard and suggested activities based on the objective and standard. The materials provide a grade-level TEKS-aligned guide embedded in each grade-level content scope, providing educators a better understanding of the area of focus, connecting standards, key concepts, and fundamental questions.

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

In the "Suggested Scope Calendar," daily learning objectives are described, and learning is divided into whole-group and small-group sessions, allowing for differentiation. Assessment options provide a variety of activities to assess understanding. "Content Support" links remind teachers of TEKS expectations.

In the grade 1 lessons, there is a "Content Support "section where teachers can preview the unit to understand key standards, unit objectives, and vocabulary. This section in the materials aids in unit internalization and lesson internalization.

The materials include a "Suggested Scope Calendar" that provides an overview of each content area. These materials provide a detailed description of steps needed to internalize lessons, such as reviewing standards addressed in a scope, recognizing which standards will be assessed, reviewing the "Progression of Learning" in the scope overview, and determining which resources will be used for practice and assessments.

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

The "Suggested Scope Calendar" includes planning resources, pacing, practice, and assessment options. It also includes lesson models for instructional leaders to support educators with implementing materials. These resources allow instructional coaches to effectively implement instruction when needed.

The materials provide instructional coaches an outline of all the tools included in the *Teacher Toolbox* to assist with instruction, pacing recommendations, and program structure through the resources listed, such as "Curriculum Design and Lesson Planning resources," "Structured Conversations," "Reference Documents," "Student Goal Setting," and "Process Standards and Interventions."

The materials include a comprehensive list of instructional materials by grade level, as well as a grade-level-specific inventory of instructional resources required to support student learning.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	5/5
1.2b	This guidance is not applicable to the program.	N/A
1.2c	All criteria for guidance met.	2/2
—	**TOTAL**	7/7

1.2a – If designed to be static, materials include detailed lesson plans with learning objectives, teacher and student materials, lesson components with suggested timeframes, and assessment resources aligned with the TEKS and ELPS.

The materials include scope calendar planning resources, pacing, practice, and assessment options, and it also includes lesson models for instructional leaders to support educators with implementing materials. These resources allow instructional coaches to effectively implement instruction when needed.

The materials provide instructional coaches with an outline of all the tools included in the *Teacher Toolbox* to assist with instruction, pacing recommendations, and program structure through the resources listed, such as "Curriculum Design and Lesson Planning resources," "Structured Conversations," "Reference Documents," "Student Goal Setting," and "Process Standards and Interventions."

The materials include a comprehensive list of instructional materials by grade level, as well as grade-level specific inventory of instructional resources required to support student learning.

1.2b – If designed to be adaptive, materials include detailed lesson overviews with learning objectives, lesson components with suggested timeframes, and assessment resources aligned with the TEKS and ELPS.

This guidance is not applicable because the program is not designed to be adaptive.

1.2c – Materials contain support for families in Spanish and English for each unit, with suggestions on supporting the progress of their student(s).

The materials include strategies and activities, in English and Spanish, to send home that also include important vocabulary, explain what is being taught at school, and what can be taught at home to reinforce the content.

The materials include information for families, in English and Spanish, on what is required to master the skill being studied, including "While Working with your Student at Home," followed by vocabulary use and activities. The "Take-Home" letter fosters connections between home and school. For example, the letter includes a unit overview and activities connected to what the student is learning in that scope.

The materials include Spanish Sentence stems to promote discussion. These may be utilized in the classroom and may also be introduced at home. Caregivers may use the sentence stems to assist students in their thinking and to discuss math concepts at home.

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.	2/2
2.1b	All criteria for guidance met.	2/2
2.1c	Not all points were given because all criteria for guidance were not met. The only feature the teacher can enable or disable is the calculator when assigning assessments to students.	2/4
2.1d	All criteria for guidance met.	4/4
2.1e	All criteria for guidance met.	4/4
—	**TOTAL**	14/16

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

The materials include a baseline diagnostic assessment with instructions and the intended purpose for the given grade level and skill to gain a solid understanding of the student's background knowledge. These assessments allow the teacher to gather the data necessary to plan lessons, deliver instruction, and monitor student progress.

The "Suggested Scope Calendar" includes the links for each type of assessment for the scope. The "Suggested Scope Calendar" includes examples of "Quick Checks," "Warm-Ups," "Think-Pair-Share," and "Exit Tickets." In grade 1, the materials define diagnostic assessments to provide baseline data regarding a student’s foundational knowledge or proficiency. The materials include examples of how to utilize diagnostic assessment.

The materials include an "Observation Checklist," defined as an assessment that evaluates key concepts and skills within the scope. In contrast, the "Skills Quiz" is defined as a short, standards-based formative assessment designed to determine fluency with key concepts and skills within the scope. The intended purpose of the "Observation Checklist" is to be used as a formative assessment for teachers and as a self-assessment for students. The "Skills Quiz" is a standards-based formative assessment to determine math fluency with key concepts and skills in the scope.

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

The materials provide guided small group interventions with student checkups at the end to assess student knowledge of content. Small group instruction allows teachers to informally assess students

while providing consistent instruction to all students in the group. Following the small group, students are assessed formally to determine their understanding.

The materials include clear guidance for teachers to administer the assessments efficiently. The materials guide teachers to administer the assessments by providing step-by-step guidance for administering each component of the assessment. It includes a teacher handout that ensures consistency in the administration of the included assessments.

The materials include an assessment that allows teachers to evaluate either a whole group or a small group (due to the age of students). Each student receives the same paper assessment, and any student may receive manipulatives by request. The "Skills Quiz" guiding document provided guidance for teachers to administer assessments that include the ability for students to request manipulatives and supplemental aids for students who meet eligibility criteria.

2.1c – Digital assessments include printable versions and accommodations, including text-to-speech, content and language supports, and calculators, that educators can enable or disable to support individual students.

All criteria for guidance were not met. Digital assessments include accommodations such as text-to-speech, content and language supports, and calculators. However, it does not allow educators to enable and disable these supports for individual students. The only feature the teacher can enable or disable is the calculator when assigning assessments to students. A paper copy of the "Skills Quiz" assessment may be obtained for each TEKS or scope. The teacher can use "Content Support" that includes "Background Knowledge," "Misconceptions and Obstacles," examples, and pictures of activities the teacher may use to help with mastery and definitions associated with the TEKS or scopes.

The materials include a "Skills Quiz" that can provide a printable assessment to meet students' individual needs. The printed materials are also available in Spanish, which serve as content and language support.

The materials provide digital resources for students to utilize when working and include virtual tools when allowed on assessments and assignments.

2.1d – Materials include diagnostic assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels.

The materials include the "Diagnostic Assessments" that help access prior knowledge before engaging in the content to allow students to demonstrate their learning. Additionally, "Growth Measurement Assessments" are designed for pre- and post-assessment to track growth on grade-level standards, and "Benchmark Assessments" are administered at the beginning, middle, and end of year.

The materials include the editable google file "Skills Quiz"; the student can do various activities such as coloring cars in a given number of colors, the student is required to count and type numbers in

questions, and to compose and decompose numbers based on the number of different colors used to categorize objects.

The materials include a diagnostic assessment for each grade level before beginning the grade level scopes and content. The assessments gradually increase in complexity and are aligned to the TEKS for each grade level.

2.1e – Materials include a variety of formative assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels.

The materials include formative assessments for each grade level with varying levels of complexity. They also include diagnostic assessments with multiple-choice questions aligned with the TEKS.

The materials include the "Suggested Scope Calendar" and varying assessments that are TEKS-aligned. These assessments provide a baseline for instruction for teachers to use to guide instruction and to determine background knowledge of content areas. It allows students the opportunity to demonstrate their understanding of the content and serves as a guide for teachers to better inform instruction.

The materials include TEKS-aligned tasks that are interactive, such as typing the answer, selecting the answer, and filling in the blank for the answer. The materials include two types of interactive questions: number entry and color-in responses.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	Materials do not include a rationale for correct and incorrect student responses, nor detailed reports to help teachers.	1/3
2.2b	All criteria for guidance are met.	1/1
2.2c	All criteria for guidance are met.	2/2
2.2d	All criteria for guidance are met.	2/2
2.2e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	6/8

2.2a – Instructional assessments include scoring information and guidance for interpreting student performance, including rationale for each correct and incorrect response.

The materials provide raw scores but do not offer detailed reports, such as item analysis, performance trends, or achievement comparisons, to help teachers make informed instructional decisions. Also, the materials do not include a rationale for correct and incorrect student responses.

The materials include assessments that provide a view of student progress over time. The benchmark assessments are given three times and serve as a way to gain information on student progress from the pre-assessment, mid-assessment, and post-assessment using the "Heat Map," which allows teachers to gather data on student understanding of the content. A "Heat Map" helps teachers interpret student data in multiple ways. For example, the "Heat Map" serves as an item analysis report that examines performance on specific skills standards.

The materials include the "Observation Checklists" that provide a breakdown of key concepts and skills when used as a formative assessment for teachers to assess student performance on respective TEKS. Teachers are able to indicate the skill observed, take notes about the observation, and provide feedback to the student. For example, an elaborate activity allows students to use an interactive digital activity to solve additional problems. If students get the answer correct, they are told it is correct, such as "Yes, there are 7 kittens altogether." If their answer is incorrect, they receive a message such as "Oops, try again!"

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

The materials include an intervention that is made available to guide students having difficulty understanding the concepts and TEKS taught by reviewing and reteaching the skill or TEKS with multiple tasks and activities. This element provides teachers with materials based on students' needs, and suggested materials are organized by standard and student performance percentile range.

The materials include the *Scaffolded Instruction Guide* that provides guidance on how to use suggested materials to address specific skills based on results from assessments. For example, the suggested plan includes direct links to materials and activities to use for each standard. The suggested plan in the *Scaffolded Instruction Guide* includes responsive instructional tasks and activities that help address specific learning gaps and provide targeted instruction.

The materials include a "Suggested Scope Calendar," which provides assessments based on content areas that allow teachers to help address specific learning gaps by providing targeted instruction. For example, for each standard assessed, the plan includes direct links to activities such as small group intervention activities and interactive games.

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

The materials include an "Observation Checklist," a tool for teachers to track student progress and growth of TEKS by providing a checklist for taking anecdotal notes on how the student has been observed to perform on concepts and skills taught and observed. Additionally, the "Observation Checklist" provides a self-assessment tool for students to track their progress and growth of TEKS by providing a checklist for taking anecdotal notes on their performance on concepts and skills learned and practiced.

The materials include a student-friendly data tracker where students can set goals and record if and when they master each goal. The materials include an observation checklist for teachers to track student progress.

The materials include a student progress teacher tracker for addition and subtraction fact fluency. This tracker can be customized to address content areas for all grade levels. This equips teachers with tools to monitor student progress and growth. Additionally, the materials include a goal-setting and progress tracker for students to track their progress. The student-friendly trackers allow students to visualize their growth and record their scores from different content area activities.

2.2d – If designed to be static, materials provide prompts and guidance to support educators in conducting frequent checks for understanding at key points throughout each lesson or activity.

The materials include "Explore" activities like "Math Chats," which include prompts for teachers to use to conduct frequent checks on students' understanding of the skills being taught. Chats are embedded in the content area lesson as a way to help guide and facilitate the questioning for teachers to use with their students. Such chats include asking students structured conversation questions. For example, one of the questions is "How did you sort the animal pictures?"

The materials include facilitation points to guide questions and prompts to check for understanding during the lesson and activities. Questions are provided for students to show their knowledge of skills

with questions, such as "What number is one more than or less than . . . (a number 0–20)?" or "Can you draw a set of objects that is more than, less than, or equal to . . . (a number 0–20)?"

The materials include several opportunities for teachers to check for understanding during a lesson. These checks provide questions, such as the requirement for students to complete a strip diagram to show the part-part-whole solution to questions.

2.2e – If designed to be adaptive, materials provide frequent checks for understanding at key points throughout each lesson or activity.

This guidance is not applicable because the program is not designed to be adaptive.

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	SCORE SUMMARY	RAW SCORE
3.1a	All criteria for guidance met.	1/1
3.1b	All criteria for guidance met.	4/4
3.1c	All criteria for guidance met.	2/2
3.1d	Materials do not include educator-controlled options to enable or disable text-to-speech or content and language support for individual students. These features are available to all students by default and cannot be personalized based on student need.	1/3
3.1e	All criteria for guidance met.	2/2
—	**TOTAL**	10/12

3.1a – Materials include explicit educator guidance for lessons or activities scaffolded for students who have not yet reached proficiency in prerequisite or grade-level concepts and skills.

The materials include a *Scaffolded Instruction Guide* that allows teachers to reteach students who scored in the previous grade-level remediation range (25%–50%) on addition and subtraction strategies. Teachers use small-group intervention strategies, such as counting on, making ten, using the relationships between addition and subtraction, and applying properties of operations.

The materials include an "Observation Checklist" for teachers to observe and assess student performance by taking anecdotal notes and using reflection questions. The checklist also provides notes to colleagues offering instructional support and for documentation in standards-based reporting.

The materials include small-group intervention with clear, explicit language for teachers to use with students still developing toward grade-level proficiency. The first grade materials feature a *Scaffolded Instructional Guide* aligned to the TEKS, providing targeted lessons that address skills practice according to the students' percentile levels.

3.1b – Materials include explicit educator guidance for language supports, including pre-teaching and embedded supports for developing academic vocabulary and unfamiliar references in text.

The materials include a "Language Supports" section in each "Explore" lesson for every grade level and content area. These language supports include: sentence stems, modeling think-aloud strategies,

supporting students' modeling concepts and vocabulary with their hands, having real-world objects labeled and ready to use for acting out, and supporting students with expanding and internalizing vocabulary. The materials include "Language Supports" in each of the "Explore" activities. For example, the "Explore 1" activity includes a section for "Language Supports" that includes educator tips to support students' understanding of a specific term.

The materials include a "Content Support" page, which provides an overview of the grade level content. This page includes "Terms to Know," which are vocabulary words with definitions to be taught throughout the scopes to ensure students understand the concepts and can access the material with no misconceptions or misunderstandings. The interventions, "Cognitive Development," provide teachers guidance on how to give language support, such as using "Associated Words," "Word of the Day," "Word Wall," "Flash Cards," "List of Words," and "Word Banks."

The materials include a picture vocabulary section with multiple pre-teaching opportunities. The materials provide teachers and students with "Picture Vocabulary Slides" for use as a teaching tool and to be used when working with activities, such as "Explore" activities. For example, the vocabulary section includes pictures and flashcards to use with the "Explore" activities in each scope.

3.1c – Materials include explicit educator guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level and above grade-level content and skills.

The materials include a *Scaffold Instruction Guide*, which includes educator guidance for scaffolded lessons based on the students' performance on scope assessments. For example, if a student performs at grade level or above grade level on assessments, then the teacher is given explicit guidance on enrichment activities and extension activities.

One enrichment activity, "A New Baby!" includes real-world applications and cross-curricular content. The *Scaffolded Instruction Guide* helps teachers select lessons and activities to support student learning at each proficiency level.

The materials include the "Coming Attractions" for those students who have shown proficiency and are ready to extend their understanding to a higher level. Skills to be learned in the next grade, grade 2, are described and activities suggested, such as generating and solving problem situations within 1,000 when given an addition or subtraction number sentence. They also solve problems with an unknown that may be any of the terms in the equations. For example, the students may receive accelerated instruction under the "Acceleration" column. Students apply math and other cross-curricular content through authentic, real-world media. Students view a video and explain what they observe watching a mutton-busting event with 5- and 6-year-olds. They explain where they see math being used in the competition. Students discuss the video and cite video evidence as proof. Students also complete a handout,

independently or with a partner, to answer questions related to the real-world activity viewed in the video lesson.

The materials include extension activities that enable students to deepen their understanding of a given concept and to extend their understanding beyond what they have been taught. These activities also allow educators to gather data to support student learning needs. For example, the "Fluency Builder" activity in each grade level scope allows students to continue to build on the knowledge they have already gained in a given concept area.

3.1d – Digital materials include accommodations, including text-to-speech, content and language supports, and calculators that educators can enable or disable to support individual students.

The digital materials include text-to-speech, content and language supports, and a calculator that the educators can enable and disable for each student. However, the calculator is the only accommodation the teacher can individually assign in the "Assign Activities" settings. For example, with "Skills Quiz," teachers can assign assignments with calculator use by clicking and turning on and off the "4 Function Calculator."

The materials provide a feature where teachers may assign "Explain" activities with the ability for students to use calculators, by the teacher turning on and off this feature. For example, the "Show What You Know" activity in each grade level scope has a function that teachers can turn on to allow for a 4-function calculator in the "Assign to Students" page.

The materials, by default, give students access to enlarge text, text-to-speech feature, text highlighting, commenting tools, and dictionary mode for assistance.

3.1e – Materials include educator guidance on offering options and supports for students to demonstrate understanding of mathematical concepts in various ways, such as perform, express, and represent.

The materials include "Procedure and Facilitation Points" question stems for teachers to assist students in articulating their understanding of solving addition and subtraction problems by representing solutions to math problems with number lines and arrows to indicate direction (add or subtract) and designing strip diagrams to show the solution to an addition or subtraction problem. For example, students can represent their understanding of subtraction by creating a pictorial model of the subtraction problem using double ten frames.

The materials include opportunities for students to demonstrate understanding with virtual manipulatives. The "Explore" activities include an instructional support section with suggested supports to help students demonstrate understanding in various ways.

The materials include an "Observation Checklist" that offers students a variety of ways to express their thinking and to keep track of mathematical concepts to show their understanding of the content. The materials include a "Content Support Page" that allows teachers to offer a variety of strategies and supports for students to use to demonstrate their understanding of mathematical concepts in a variety of ways. For example, the "Skills Quiz" allows students to demonstrate understanding by performing tasks like visual identification.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	5/5
3.2b	All criteria for guidance met.	2/2
3.2c	All criteria for guidance met.	3/3
3.2d	All criteria for guidance met.	2/2
3.2e	All criteria for guidance met.	2/2
—	**TOTAL**	14/14

3.2a – Materials include explicit (direct) prompts and guidance for educators to build knowledge by activating prior knowledge, anchoring big ideas, and highlighting and connecting key patterns, features, and relationships through multiple means of representation.

The materials include "Procedure and Facilitation Points," which serve as guidance for educators to build background knowledge for students by anchoring big ideas. For example, in "Add and Subtract within 10 Concept," teachers ask students questions that activate their prior knowledge of adding and subtracting: "What strategies do you remember using to add and subtract? Can you help me model the different things each act is performing? What does your pictorial model show me? What strategy did you use to solve it?"

The materials include the "Math Chats," which serve as guided teacher discussions to engage students. Key patterns, features, and relationships are highlighted and connected through multiple means of representation. For example, students make connections to key relationships of coins by playing "Reverse Coin Bingo." Students become more familiar with coins as the teacher holds up a coin for students to identify. They then look at their Bingo Card to see if they have the reverse side of the coin that was shown or called out by the teacher.

The materials provide prompts to activate prior knowledge. For example, in "Explore 2," the activity guides the educator to help students access the task by asking the following questions: "What are some 3-D solids you might see at home? What are some 3-D solids you might see at the store? What are some attributes of 3-D solids you already know?" Students anchor the big ideas of shapes by making connections through teacher question prompts.

3.2b – If designed to be static, materials include educator guidance for effective lesson delivery and facilitation using various instructional approaches.

The materials include a "Suggested Scope Calendar," which guides educators to effectively teach and facilitate concepts using a variety of instructional approaches. These approaches include, but are not limited to, small-group activities, independent practice, whole-group discussions through "Math Chats,"

and hands-on exploration using manipulatives. The materials include opportunities for students to work in pairs while exploring hands-on materials using manipulatives. These activities are led by the teacher using the "Procedure and Facilitation Points" in the "Explore 1" content for each grade level scope.

The materials include a *Pacing Guide* that provides teachers with differentiation based on the math instructional block. Suggested timing options include 45, 60, 90, and 120-minute blocks. Included in these blocks are suggested activities for "Warm-Ups," "Math Instruction," and "Closure." These activities include numeracy, fluency, interactive notebooks, "Hook and Explore" activities, "Small-Group Intervention/Skill Review and Practice," "Exit Tickets," "Show What You Know," "Skills Quiz," and "Anchor Chart" as options available for the teacher to use.

The materials include the *Whole-Group Planning Guide*, a breakdown of whole-group activities, assessment and closure activities, small-group suggested instruction, and station activities. Some of these activities include a suggested amount of time for instruction. These activities are further detailed by each day of instruction, for example, Day 1, Day 2, etc.

3.2c – Materials include multi-tiered intervention methods for various types of practice and structures and educator guidance to support effective implementation.

The materials include a *Scaffolded Instruction Guide*, which allows teachers to meet the individual needs of students based on their performance on various scope assessments. This guidance allows teachers to effectively support students in the implementation of multi-tiered intervention methods.

The materials include multi-tiered intervention methods through small-group intervention to help students learn strategies to add and subtract. The teacher begins this intervention by having guided discussions with students on what they already know about adding and subtracting. Students then work collaboratively in pairs using 20 linking cubes, dry-erase markers, and number sentence cards to model subtraction problems. Students then switch their activities by using linking cubes to model addition problems, such as 4 + 3 + 6 = __.

The materials include guidance for teachers to support implementing multi-tiered interventions with intervention descriptions, materials needed, and "Procedures and Facilitation Points" divided into parts. For example, "Part 1: Represent and Solve All Problem Types" and "Part II: Generate Problems." Each part is accompanied by guiding questions and procedures for the teacher to use.

3.2d – Materials include enrichment and extension methods that support various forms of engagement, and guidance to support educators in effective implementation.

The materials include a *Scaffold Instruction Guide*, which includes educator guidance for scaffolded lessons based on the students' scope assessment performances. For example, if a student performs at grade level or above grade level on assessments, then the teacher is given explicit guidance on enrichment activities and extension activities. The materials include an extension activity that allows

students to extend their knowledge of the concept while also reviewing previous knowledge on the content. For example, assistance entails acceleration activities that include a description of the activity, procedures, and facilitation points, discussion questions, media, media/subject-related questions, and virtual student activities.

The materials include enrichment and extension opportunities for students. For example, students watch a video about mutton busting on a road. Afterwards, students are asked to discuss questions about the video by the teacher. Students then use virtual graphics (arrows) to show the direction of subtraction using a number line. To extend their thinking, students are asked to use the virtual tools to complete a strip diagram that includes 1 whole and 3 parts. Students also type in constructed number sentences to show solutions to mutton busting math problems.

3.2e – Materials include prompts and guidance to support educators in providing timely feedback during lesson delivery.

The materials include an "Observation Checklist," which is used as both a formative assessment for teachers and a self-assessment for students. The "Explore and Explain" activities in each grade level scope provide ways to monitor student progress and take notes on which skills were observed during the lesson. The teacher can also provide timely feedback to ensure the student has a clear understanding of the concept.

The materials include guidance for teachers to monitor and talk with students as needed to check for understanding by using guiding questions. For example, the "Math Chat" guides teachers with different depths of knowledge (DOK) question prompts to provide timely feedback toward the end of the lesson. Questions include, "How is your pictorial model connected to the linking cubes you used to act out each problem? What strategy helped you the most? Why?"

The materials include prompts and guidance to support teachers to help provide timely feedback during lesson delivery. For example, in "Measure the Same Thing with Different Units," the teacher is provided with a guiding question to begin the lesson. Students are then read a scenario about measuring earthworms and asked to help solve the problems. As students work on the problems, the teacher has question prompts that can be used, such as, "How many ___ units do you estimate will equal the length of the earthworm? Did it take more ___ or ___ units to equal the length of the earthworm? Why do you think that?"

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	This guidance is not applicable to the program.	N/A
3.3c	All criteria for guidance met.	1/1
3.3d	All criteria for guidance met.	8/8
3.3e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	9/9

3.3a – If designed to be static, materials include educator guidance on providing and incorporating linguistic accommodations for all 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 adaptive Spanish program does not require guidance on providing and incorporating linguistic accommodations.

3.3b – If designed to be adaptive, materials include embedded linguistic accommodations for all 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 adaptive Spanish program does not require guidance on providing and incorporating linguistic accommodations.

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

The materials include the "Teacher Toolbox" tab, which includes a section labeled "Multilingual Learners." The information provided here, "Linguistic Diversity," allows teachers to use resources embedded to support linguistically diverse learners using research-based tools and strategies for various proficiency levels. For example, a section in the *Teacher Guide* of each "Explore" section titled, "Language Supports," allows teachers to use different strategies to adapt the materials to meet students' linguistic and academic needs while ensuring alignment with state standards.

The materials provided implementation guidance on how to effectively use materials in state-approved bilingual and English as a Second Language (ESL) programs. The bottom portion of the guidance page, titled "Soportes de idiomas," guides teachers to support students by addressing and clarifying non-math vocabulary used, such as shipment, placed, separate, and fewer. It also guides teachers to use visual cues. For example, when talking about a doll or toy car, the teacher should touch the picture of the item being discussed or read about.

The materials include guidance to support emergent bilingual students in developing academic vocabulary through oral discourse. Teacher guidance includes having students ask each other questions and challenge each other's thinking. For example, in the "Explore 2" activity in the "Money Scope," students "play a game and take turns sharing the attributes of each coin and stating the name and value of the coin." In this activity, students develop academic vocabulary through partner talk.

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

The materials include a resource for students to utilize and to take ownership of their language development and growing vocabulary, which allows them to make connections to prior knowledge. For example, students work with their partner to identify cognates and similarities between English vocabulary and the vocabulary in their home language. Students identify the names of the shapes, such as: *cube*/*cubo*, *cone*/*cono*, *cylinder*/*cilindro*, and *rectangular prism*/*prisma rectangulo*. In this activity, students can practice the shape names by making cross-linguistic connections.

Materials include embedded guidance to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral discourse. For example, in the "Explore 2" activity in the "Money Scope," students "play a game and take turns sharing the attributes of each coin and stating the name and value of the coin." In this activity, students develop academic vocabulary through partner talk.

Materials include embedded guidance to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through written discourse. For example, teachers can have emergent bilingual students respond by writing a story problem of their own that matches a provided number sentence, such as "8 – 3 = 5."

3.3e – 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.	4/4
—	**TOTAL**	6/6

4.1a – Practice opportunities throughout learning pathways (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.

The materials include multiple activities for students to demonstrate depth of understanding, including "Warm-Up" activities, "Structured Conversations," "Explore" activities, "Show What You Know" exercises, and "Skills Quizzes" for students to demonstrate depth of understanding to respective TEKS and scope.

The materials include the suggested scope calendar that offers teachers a variety of opportunities to practice the content. The scope calendar includes different pathways and activities for students that are aligned with the TEKS.

The materials include various instructional assessments throughout the grade-level scopes, which enable students to show what they know, while also allowing teachers to gather data to help guide and better inform instruction to meet the needs of students.

4.1b – Questions and tasks, including enrichment and extension materials, increase in rigor and complexity, leading to grade-level and above grade-level proficiency in the mathematics TEKS.

The materials include the scope to prepare students for grade-level proficiency and above-grade-level proficiency in mathematics according to the course rationale for each grade level. In grade 1, the materials provide enrichment and extension activities that increase in rigor and complexity. For example, in the activity titled "Celebrating Pigs!," students deepen their mathematical understanding through real-world media and solving real-world problems.

The materials include a spiraled review activity that allows students to review previous material and reinforce key concepts to assist in understanding grade-level content. These activities also serve as information for teachers to gather data to help guide instruction. The materials provide enrichment extension activities to increase in rigor of content and to allow for learning opportunities for students

above grade level, while providing information for teachers to collect student data to assist in guiding instruction.

The materials provide students with various opportunities to practice what they have learned through an on-level interactive extension activity. In grade 1, students use "Accelerate" to compare differences between two numbers and advance to above-grade-level skills, such as determining the unknown amount to a strip diagram that includes the total and only two of three addends needed to complete the strip diagram.

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.	1/1
4.2c	All criteria for guidance met.	4/4
—	**TOTAL**	6/6

4.2a – Materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships.

The materials include the "Course Rationale" that states: "Each scope in Grade 1 STEM scopes Math is carefully crafted to build on previous knowledge, ensuring a seamless transition between concepts as well as fostering a deep, comprehensive understanding of mathematics. This structured approach prepares students not only for future mathematical challenges but also for applying their knowledge to real-world situations." For example, students are introduced to the concept of composing and decomposing numbers to 120 by beginning with counting to 120 by tens. Students then increase their skills by representing numbers in different ways, such as standard form, place value form, pictorial model form, and expanded form.

The materials include a background knowledge overview in the "Content Support" tab that explains what students learned in their previous grade. For example, in kindergarten and through at-home experiences, students learn that objects can be counted. They have prior knowledge of rote counting to at least 10, and they use their fingers to count. Students eventually learn to take numbers and determine their value by writing and drawing a value that is 10 less and 10 more. This all leads to students beginning to write number sentences to add numbers using place-value and equations.

The materials provide coherence across grade levels that allow students to see mathematics as an interconnected web of ideas. The materials include guidance for teachers to reinforce concepts. For example, materials introduce the concept of counting objects to 100. This leads to students using counting mats to help count objects and organize them (such as in groups of 5 or 10). The concept is then connected to show a pattern by increasing the skill with counting forward and backward within 20, and even further with counting forward and backward within 100.

4.2b – Materials demonstrate coherence vertically across concepts and grade bands, including connections from grade K–6, by connecting patterns, big ideas, and relationships.

The materials include a vertical alignment chart that demonstrates the progression of what students learn in one grade level to prepare them for the next grade level. The well-structured mathematical

progression allows students to build on prior knowledge while introducing new, developmentally appropriate skills.

The materials include a "Content Support" tab for each scope. The "Content Support" page includes a "Coming Attractions" section that helps teachers look ahead at what is to come—an overview section that connects the patterns, big ideas, and relationships of each grade level. For example, the grade 1 section states, "Students use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and with unknowns as any of the terms in the problem."

Additionally, students extend counting and cardinality skills by generating sets of objects and creating patterns in the teen numbers. They also read, write, and represent numbers to at least 20, and extend number knowledge by understanding the concepts of one more and one less.

4.2c – Materials demonstrate coherence across lessons or activities by connecting students' prior knowledge of concepts and procedures to the mathematical concepts to be learned in the current grade level and future grade levels.

The materials include procedures to teach the mathematical concepts are provided in "Pre-" and "Post-Explore" sections with questions of different DOK levels, such as students begin counting beyond 100 and learn to draw, join, separate, or compare sets of 10 to solve word problems. Procedures are provided to include the students with hands-on activities and questions such as "How did you represent this problem with a picture?" and "How did you solve this problem?" In future grade levels, as in grade 2, procedures involve having students understand the value of numbers to a greater depth with questions such as "Why do you put a zero in the number 40?" or "How do you write a number in expanded form?"

The materials include a background knowledge overview in the "Content Support" tab explaining what students learned in their previous grade. For example, guiding questions, such as "What strategies do you remember to add and subtract?" allows students to use their background knowledge from previous grades. The materials in grade 1 include a course rationale that states that "The scopes in kindergarten build on previous knowledge, ensuring a seamless transition between concepts as well as fostering a deep, comprehensive understanding of mathematics. Each scope builds on the last, ensuring students develop a robust and interconnected understanding of mathematics from the start."

The materials include a "Fact Fluency" section before the first content scope to be taught in each grade level. The "Fact Fluency" section allows students to build on prior knowledge and increase their understanding of the concepts of addition and subtraction. Students will follow a progression that will build their fact fluency knowledge through fluency, automaticity, and memorization. For example, students stay within 120 to count by 10s. They can also count forward to 100 and backward from 120 by ones, and students learn to count objects placed in varying formations. The teaching of counting up to 100 will ease and enhance students' learning to count past 120 in grade 2. In addition, students in grade 2 learn to draw, join, separate, or compare sets of 50 or more to solve word problems.

4.3 Coherence and Variety of Practice

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	All criteria for guidance met.	2/2
4.3b	All criteria for guidance met.	2/2
—	**TOTAL**	4/4

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

The materials include the "Observation Checklist" that provides a breakdown of key concepts and skills being taught in each scope. These checklists may be used to reflect forward and backward on what skills and concepts have been taught; retrieving information noted in the checklists allows for reteaching of skills and concepts not yet mastered.

The materials include an interactive practice where students practice counting up to 120 using pictures. Students previously learned one-to-one correspondence from 1–100 with real objects.

The materials include a "Spiraled Review" where students review previous or current grade-level content based on the critical areas of focus set for each grade.

The materials offer a "Spiraled Review" for each grade level content scope. This review allows students to access prior knowledge from previously learned material and connect to current concepts by demonstrating an understanding of the content. For example, students practice composing numbers up to 120. Students previously learned to count up to 100 and decompose numbers up to 10 with objects and pictures. Also, in grade 1, the materials include a "Spiraled Review" where students review previous or current grade-level content based on the critical areas of focus set for each grade.

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

The materials include a "Spiraled Review" where students review previous or current grade-level content based on the critical areas of focus set for each grade. Students begin counting fluency by counting forward from 1 to 120 and counting backward from 120 to 1. As students continue through their pathway, students learn to associate counting numbers with counting objects to match the number and answer questions such as, "How many steps are on the ladder?" or "How many swing sets are there?"

The materials include an interactive practice where students practice counting up to 120 using pictures. Students previously learned one-to-one correspondence from 1–120 with real objects.

The materials gradually increase in complexity throughout the grade level scopes. Additionally, students begin to use strip diagrams by using the part-part-whole model, such as 8 being the total and 6 and 2

being the parts. As the pathway progresses, students learn to use the part-part-whole model to create pictures to solve word problems such as "Mateo ate 3 pizza slices and Suli ate 4 pizza slices. How many pizza slices did they eat altogether?" Students begin to learn to solve addition and subtraction problems mentally, such as adding 6 + 5.

The materials include an "Explore" section of each concept, and students are allowed to demonstrate their understanding by building on previous knowledge acquired in the content area. This enhances students' problem-solving abilities and promotes flexibility in student thinking, which allows different strategies to be used as tools for learning. For example, students count objects by beginning from 1–10 and then use those skills to extend the counting to 20.

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.	2/2
5.1c	All criteria for guidance met.	1/1
—	**TOTAL**	6/6

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

The materials include questions and tasks and provide opportunities for students to interpret, analyze, and evaluate real-world situations. For example, students view a video and then apply basic fact strategies to add and subtract within 20. The teacher asks, "What information do we know? What information do we need to find out? What strategies did you use to solve for the number of points James/Steven scored? How did you determine how many more points Steven scored than James?"

In another example, students are asked to solve a story problem by drawing a picture or model, such as a number line or a diagram. The teacher asks, "Are there certain models that are easier to use with certain types of problems? Explain why?" Students are able to explore and present their solutions using virtual manipulatives.

The materials include the "Hook" section; students analyze a phenomenon and answer a variety of teacher-facilitated questions to demonstrate their understanding and to interpret the concepts. For example, students use objects, pictorial models, and number sentences to represent and solve part-part-whole problems within 10. The teacher asks, "Can you put this problem in your own words? How could you prove your solution using a number sentence to find the whole or total? In the problem, were you looking for a part or the whole? How do you know?"

5.1b – Questions and tasks provide opportunities for students to create concrete models and pictorial representations to represent mathematical situations.

The materials include an "Explore" section that allows students to use manipulatives to demonstrate understanding of the concepts and to show their work using concrete materials in a variety of mathematical situations. For example, students are provided 20 linking cubes for use to solve part-part-whole problems. Students are asked to use their Work Mats and linking cubes to determine the unknown number missing in math strip diagrams, such as, "Can you figure out how many dogs and cats you need to help feed each day?"

The materials include an "Observation Checklist" that provides students with opportunities to use pictorial representations of mathematical situations to demonstrate their understanding of the materials and concepts. For example, students draw models on double ten frames to provide a pictorial model to questions such as, "Mrs. Woods packed 12 sodas in the picnic basket. She put 6 water bottles in the picnic basket. How many drinks did Mrs. Woods put in the picnic basket?"

The materials include the "Show What You Know" section within the "Explain" phase, which includes tasks that prompt students to create concrete models or draw pictorial representations to demonstrate their understanding of mathematical situations. For example, the "Serial Review" in the "Elaborate" section allows students to model math situations using drawings or manipulatives to reinforce understanding. In addition, this activity requires students to use color counters and linking cubes to create models of mathematical situations.

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

The materials provide opportunities for students to demonstrate their understanding of the content and to extend their knowledge through "Exit Ticket" tasks. These allow students to apply conceptual understanding to new situations, developing flexibility in their thinking, critical reasoning skills, and the ability to make connections across mathematical concepts. For example, students use Task Cards, Double Ten Frame Mats, and two-color counters to create a model to determine how many flakes Carlos has fed his fish. After the Task Card activities, students create pictorial models of the double ten frames and counters in their student journals. Students extend their understanding by writing a number sentence or several sentences, and circling the part that was missing on the double ten frame.

The materials provide a "Math Chat" section that allows students to share their observations and learning through teacher-facilitated questioning. This allows students to deepen their knowledge of a variety of mathematical concepts and to ensure their understanding. This activity requires students to use color counters and linking cubes to create models of mathematical situations.

The materials include instructions for students to tell time to the hour and half hour using analog clocks. Once students have mastered this, students can make connections across other mathematical concepts such as fractions. Students observe the location of hands and relate the numbers on a clock to a circular number line and make connections between half hours and halves.

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 mathematical tasks.

The materials include a "Show What You Know" activity that aligns with the "Explore" concept of the same name. Students build their understanding of the content, and teachers analyze data based on student performance. This activity builds fluency and automaticity to complete grade-level tasks. For example, students are provided lessons to help them achieve fluency and automaticity for adding and subtracting within 20 by using mental strategies. For example, students play "Plus 0, 1, or 2" by using rule cards that read, "+0," "+1," "+2." Students have a stack of cards with numbers. As they flip over a card, they also flip over a rule card and apply the appropriate operation (i.e., +2). Students may also do a similar activity with subtraction by going on to the next activity on their fluency mini-lessons.

The materials include lessons that help them achieve fluency and automaticity to complete grade-level mathematical tasks. The materials include a sequential order of teaching the facts for automaticity and fluency. Students are able to engage in fluency and automaticity practice with virtual manipulatives.

The material includes scope opportunities for students to build their automaticity of addition and double facts by using an online assessment. For example, in the category of "Doubles," students are given 25 online questions such as "6 + 6 = __," "__ = 8 + 8," or "__ = 9 + 9." Students are provided immediate feedback on whether their answers are correct by receiving a red or green dot after answering each math equation. After answering the set of questions, the students receive a final percentage grade.

5.2b – Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures throughout learning pathways.

The materials include a varied representation to help students develop multiple ways of representing, including opportunities for students to use a variety of learning pathways to build foundational skills. For example, the materials include an interactive practice where students practice composing numbers up to 120. Students previously learned to count up to 100 and decompose numbers up to 10 with objects and pictures.

The materials include the use of digital lessons and practice counting. In the interactive practice, students learn to tell time. For example, students are shown an analog clock to the hour or half hour. Students

then type in the correct time on the digital clock. Students receive immediate feedback on their typed response. When students respond correctly, they receive a positive comment. When they answer incorrectly, students are asked to try again with a new problem.

The materials include the "Explore" lessons that provide students with efficient, flexible, and accurate procedures throughout the learning pathways that build on one another to allow students to complete more complex concepts. Within each "Explore," students participate in partner work using manipulatives, teacher-facilitated math chats, student journal engagement, and exit tickets to build on their understanding of the concept. Students practice composing numbers up to 120; for example by representing them in different ways using objects and pictures. Students respond to the activity by creating picture models for their lesson activities in standard form, place value form, pictorial model, and expanded form. The progression of strategies allows students to choose a method they feel most appropriate for them.

5.2c – Materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways.

The materials include DOK questions that are teacher-facilitated during the "Explore" "Math Chats." These chats allow students to evaluate their learning and to engage in the learning process efficiently, flexibly, and accurately throughout the scope concept. For example, students survey their classmates about different special activities. They collect data and create bar graphs, and generate questions. In this lesson, students use their student journal and survey students in their class with a survey question they create about physical education (P.E.), art, and music activities. Students use tally marks from a survey to create a bar graph. As students create their bar graph, the teacher asks questions such as, "How can we use the bars on the graph to help conclude? Explain the similarities and differences between bar graphs and picture graphs. If you changed the bar graph from horizontal to vertical, would the data change?" With such questions, the students can evaluate the advantages and disadvantages of different methods (such as picture graph versus bar graph; vertical bar graph versus horizontal graph).

The materials include the "Observation Checklist," which allows students to self-assess their understanding of the concepts in each "Explore" while engaging with the lessons. Students use the checklist provided to evaluate various mathematical approaches, which helps to develop their critical thinking and problem-solving skills. For example, students can show their depth of understanding of grade-level TEKS through assessments, virtual manipulatives, and structured conversations.

The materials include students' models and solving problems when given a number sentence. Students begin solving problems with linking cubes. Afterwards, students create a model (pictorial model, diagram, number bond, or number line) to show how they solved a problem. The teacher has students explain their strategies and preferences through questions such as, "How can you model that information with

your cubes? What problem-solving strategy did you feel was the easiest for you to use when solving the problems today? What did you consider when generating your story problem?"

5.2d – Materials contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems.

The "Content Support" page assists teachers with supporting students in selecting increasingly efficient approaches to solving mathematical problems. Having multiple approaches to problem solving allows students to gain confidence in working through mathematical challenges. For example, teachers use guided instruction to help build students' understanding of telling time to the hour and half-hour. Students begin to make connections between the placement of the hour hand and the number of minutes on the clock. The teacher has students talk about, analyze, and interpret times on a clock. Students practice learning to tell time with examples and non-examples. To teach about non-examples, teachers can have the students use "Explore 2," where students need to prepare snacks into two equal shares. Students use the pictures to evaluate examples and non-examples of halves as it can relate to half an hour.

The materials include guidance to show numbers using ten frames and counters. As the number gets larger, students add additional counters to display the larger number. Students then learn to use number lines to show the relationship between smaller and larger numbers, understanding that the smaller number is on the left, and to the right, the number is larger on the number line. Students increase their knowledge of comparing numbers by creating models. For example, students can use craft sticks and rubber bands to compare with a visual model the numbers 55 and 25.

The materials include a "Take Home Letter" for parents to work on concepts with students. The "Take Home Letter" supports the teacher's guidance on selecting increasingly efficient approaches to mathematical problems.

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.

The materials explicitly state how the procedural emphasis of the TEKS is addressed. The "Content Support" page guides teachers in answering both the "why" and the "how" of the concept, facilitating student learning.

The materials include the lesson description highlights with a conceptual emphasis for composing and decomposing numbers to 120, beginning by having students "show what they know." Students make the conceptual connection of the TEKS by using a picture of tens and ones and decomposing it to write the number of tens and the number of ones shown in the picture. Students then use place value to write the amount in standard form. The procedural component occurs when students then decompose numbers without the use of pictures. For example, students use place value to decompose 84 into "8 tens and 4 ones," or 119 into "11 tens and 9 ones."

The materials also include the lesson overview emphasis on having students explore coins by creating a drawing. For example, students create a drawing of the front and back side of each coin and move on to identify the coin’s value in words and numbers. The lesson highlights the procedural emphasis when students move on to writing number sentences to find the difference between coins.

5.3b – Questions and tasks provide opportunities for students to use concrete models, pictorial representations, and abstract models as required by the TEKS.

The materials include opportunities for students to use both concrete and pictorial models to solve problems that are TEKS-aligned. Students are asked to use their manipulatives to join and separate numbers within 20. Students extend the lesson by drawing models of math problems. For example, students are asked to solve a problem where a total of 17 students were seen at a park. If 9 kids were on the monkey bars, how many were on swings? Students use their manipulatives to solve the problem, then draw a pictorial model to represent it.

The materials include opportunities for students to use abstract models to solve problems that are TEKS-aligned. Students use chenille, beads, and a Task Card to model the joining of beads to represent addition. For example, students place 12 beads on chenille and then add two more to reach 14 total, as

the Task Card indicates. Students continue to join and separate amounts by drawing a model of the problems. A student draws 11 and three beads to equal 14 on the bracelet. Finally, students use an abstract model of their drawing by writing a number sentence such as "11 + 3 = 14."

The materials include opportunities for students to use abstract models to solve problems that are TEKS-aligned. For example, in "Explore 1" of "Addition and Subtraction Problem Solving," the fifth "Procedure and Facilitation Points" guides students to complete number sentences in their student journals.

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.

The material includes support for students in connecting concrete and representational models to abstract, symbolic, numeric, and algorithmic concepts, as required by the TEKS. In the "Add and Subtract within 20" scope, the "Procedure and Facilitation Points" guide students to make connections between solving problems using varying models. For example, students use manipulatives and Equation Cards to act out story problems such as "8 + 9 = ___." Students are then given a student journal to provide various models of the problem(s) they solved. A student who wrote "8 + 9 = 17" would also draw a picture model of the addition, write the numeral to indicate the answer, and construct a story problem to match their equation. The teacher monitors the students during the lesson and asks students to explain their process, ensuring they can define and explain their thinking.

The materials include connections between concrete models, representational models, and abstract models by showing addition and subtraction problem solving. For example, students use a work mat and linking cubes to solve subtraction problems such as "16 - 7 = __." Afterwards, students use the "Checkup" sheet to solve addition and subtraction problems by drawing models, writing number sentences, and filling in a strip diagram to show the part-part-whole model. Students also show and explain their thinking by filling in statement stems with the correct numbers to explain how the problems were solved.

The materials include the "Serial Review" that allows students to model math situations using drawings or manipulatives to reinforce understanding. For example, students use linking cubes and pipe cleaners when representing a number that is more than, less than, or equal to a number up to 20. After using the manipulatives, students draw a picture of their representation. Then, students complete a worksheet by writing numbers that are more than, less than, and equal to 20.

5.4 Development of Academic Mathematical Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.4a	All criteria for guidance met.	1/1
5.4b	All criteria for guidance met.	2/2
5.4c	All criteria for guidance met.	1/1
5.4d	All criteria for guidance met.	2/2
5.4e	All criteria for guidance met.	2/2
—	**TOTAL**	8/8

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

The materials provide students the opportunity to develop their mathematical language skills using manipulatives, visual representations, and other resources to help with understanding the concepts. For example, students use chenille stems and beads to construct bracelets to show the answers to addition and subtraction questions. Students select a Task Card and use the manipulatives to create a model of the bracelet using addition and subtraction. Student math vocabulary is enhanced as they work through the problems using vocabulary, such as *joining, separating, unknown, solve, add, more, take away/off, and total.*

Another example, every scope includes picture vocabulary in the "Explain" section, offering embedded language supports that help pre-teach academic vocabulary. For example, students are provided a set of three-dimensional (3-D) solids to identify and describe attributes of 3-D solids. Students are assigned a task to pretend to design a new toy. After completing their design, students label each 3-D solid used for their design. Students then present their design to the class and identify each 3-D solid used in their design. Students develop their math language by using and working with attributes: *cone, cube, solid, face, three-dimensional, and vertex.*

The materials include a picture vocabulary resource, which allows students to build on prior knowledge to learn new vocabulary words. For example, in the "Explore 1" activity, students practice the words *join* and *separate* with 10 frames and centimeter cubes to model addition and subtraction problems.

5.4b – Materials include embedded educator guidance to scaffold, support, and extend students' use of academic mathematical vocabulary in context when communicating with peers and educators.

The materials include guidance on how to support and extend students' academic language through lesson instructions. Teachers conduct a lesson for students to understand the relationships between squares and rectangles. As teachers guide the students through the lesson, they provide students with

"Language Supports." For example, the teacher is provided to instruct students to construct squares and rectangles and use terms, such as *equal sides, corners, vertices, square,* and *rectangle.*

The materials include guidance for teachers to scaffold the use of academic mathematical vocabulary by including additional support. For example, teachers guide students to communicate math and extend their understanding of terms by identifying parts of a problem with terms such as *whole–whole–part.* Students solve math problems and identify the answer parts by labeling each section as either a *part* or the *whole* to the solution.

The materials include support for the use of academic mathematical vocabulary by using structured conversations. The materials provide sentence structures to support students with words. For example, teachers provide students, in "Language Supports," with sentence frames to respond to their observations: "Rectangles and squares are the same/different because . . ."

5.4c – Materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse.

The materials include a guide for teachers to facilitate structured conversations with students and conversations between students and peers. Several activities are included in the "Structured Conversations" that provide opportunities for students to use academic vocabulary to engage in the discourse and to further strengthen their understanding and engagement with the content. For example, student pairs receive a bag of Animal Picture Cards and sort them in any way that they find commonality. As students work with their card set, they have a discourse with questions such as, "Partner A: What is a different way we can sort the animals?" and "Partner B: I see that some animals are the color . . ., so we can sort them . . ."

The materials include a "Math Chat" section where the students engage in math chats, ask questions, and have opportunities to share their observations and learning. The materials include a "Math Chat" section where educators use guiding questions to prompt students to justify their answers using vocabulary words about addition and subtraction. For example, one of the questions is "How did making a ten help you solve the equations for each lemonade order?"

The materials include interactive games that provide vocabulary and connect vocabulary to their mathematics experiences. For example, students are provided a handout to be used along with a slideshow of vocabulary words. As students read the words and definitions, they discuss and verbalize them through teacher questions such as, "How can you connect this word to your work in the Explore? How would you rephrase the definition in your own words?"

5.4d – Materials include embedded guidance to facilitate mathematical conversations allowing students to hear, refine, and use math language with peers.

The materials include embedded guidance to facilitate mathematical conversations, allowing students to hear math language with peers. The "Structured Conversations" activities allow educators to select an appropriate activity for the students to engage in that will allow them to have a conversation with their peers while demonstrating their knowledge of the given concept. For example, the "Walk, Talk, Decide" activity has students walk around the room while having a structured conversation with their partner, which allows them to move and process their learning at the same time. The teacher prepares the questions and prompts to complete the activity.

The materials include the *Teacher Toolbox* with the "Back and Forth" structured conversation activity, where students explain their understanding and clarify misconceptions with peers. This task supports opportunities for students to interpret and analyze mathematical models and representations through guided peer discussion. For example, students work in small groups to play a game to describe and match pictures and descriptions of fractions. Students could provide descriptions by stating, "Rectangle with four equal shares. The rectangle is partitioned into halves. Circle with four equal shares." The other student provides the card with the matching picture if they possess it. Players continue to use and verbalize the vocabulary to describe fractions in the game until all card matches are completed.

The materials include "Math Chats" where students ask questions and share their observations and learning. The materials include embedded guidance to facilitate mathematical conversations in the "Communicate Math" section. The overview of the "Discourse" section in the "Communicate Math" states, "Discourse provides students the opportunity to share ideas with others to solve problems, increase learning, or express opinions." For example, students identify US coins by value and describe the relationship among them. Students also use the cent symbol to describe the coins. Students work in pairs and use math language to describe the coins as a quarter, dime, nickel, or penny, each coin's worth. To extend the activity, students discuss how they could construct the same value using coins, such as making ten cents with two nickels.

5.4e – Materials include embedded guidance to anticipate a variety of student answers including exemplar responses to questions and tasks, including guidance to support and/or redirect inaccurate student responses.

The materials include embedded guidance that provides numerous questions for teachers to use when having students generate numbers that are greater or less than 120. For example, students use place value and symbols to compare numbers. Teachers are also guided in "Procedure and Facilitation Points Part 1," to check for student misconceptions. In addition, teachers are also guided to listen to students as they build numbers and check for accuracy. Follow-up guiding questions are provided for teachers to use in assisting students.

The materials include embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks. For example, students compose 10 with two addends with and without concrete objects. In "Procedure and Facilitation Points," guidance is embedded to anticipate student answers. The anticipated responses are distinguished by providing the questions in black and anticipated student responses in red. Teachers are encouraged to monitor and talk with students to check for understanding. Teacher follow-up guiding questions to assess student understanding are provided.

The materials include guidance for teachers to listen to students' explanations and are provided with guiding questions to help students' understanding. For example, in the "Math Chat section," educators are provided guidance to anticipate student responses, prompts to ask students, and examples for responses and questions. In addition, the "Sample Student Responses" column in the "Math Chats" gives teachers the possible answers students may give pertaining to the concept discourse.

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.	1/1
—	**TOTAL**	4/4

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

The materials include TEKS process standards that are integrated appropriately. Integrating TEKS process standards into instructional materials ensures that students develop critical thinking, problem-solving, and mathematical communication skills alongside content knowledge. For example, the process standards—"Display," "Explain," and "Justify Mathematical Ideas"—provide teachers guidance and allow students to use "mathematical processes to acquire and demonstrate mathematical understanding."

The materials include guidance to teachers on how instruction is built on previous knowledge to help students integrate process standards. For example, students use cupcake cutouts and ten frames to determine patterns in constructing the teen numbers. Students then use their student journal to draw what they constructed. Additionally, "Math Chat" questions are used to have students explain how double ten frames help them count objects and what strategies help them generate sets of objects.

The materials include the integration of the TEKS process standards throughout the activities in the scope. When embedded, these standards allow students to engage in reasoning, make connections across concepts, and apply math to real-world situations. For example, the teacher has students work in pairs or small groups to find matching cards of pictures and shape names (i.e., one card contains a picture of a tissue box and another card contains the words "Rectangular prism," or a card has a picture of a cylinder, cone, and sphere and a matching card has the words "3 solids that can roll." After making their matches, students record two of their matches on their "Recording Sheet." Afterwards, students explain why their cards match and share their responses with their partner.

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

The materials include a scope and sequence table that provides an overview and explains how the grade 1 process standards are embedded throughout the course. Highlighting their connections to the content standards by connecting new learning with prior learning and making connections to reinforce concepts, teachers are able to facilitate the application of the process standards for students to demonstrate their understanding.

The materials include an "Implementation Guide" that outlines how the curriculum incorporates the process standards throughout the learning pathways. Under the "Mathematical Process Standards,"

process standards are woven throughout the curriculum to create effective thinkers in math. For example, students are expected to create and use representations to organize, record, and communicate mathematical ideas. Students are also expected to connect and communicate their mathematical ideas.

The materials include a description of how the process standards are incorporated into the learning pathways. These are outlined to guide educators in reinforcing the skills throughout the different scope lessons across concepts. The "Content Support" guide informs educators on how the standards will be applied. For example, students connect new learning with prior learning and make connections to reinforce concepts. Teachers are able to facilitate the application of the process standards for students to demonstrate their understanding.

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

The materials include an overview of the TEKS process standards incorporated into each lesson. After the list, process standards are listed, and examples are provided. For example, in the lesson "Add and Subtract Within 20," examples of TEKS 1.1E show how students can use number bonds to show how students join numbers to add.

The "Content Support" tab for educators explains the purpose of lesson components that integrate the process standards into daily practice. In the "Content Support" page in each grade level scope, there is a section titled, "Applying Mathematical Process Standards," where educators can integrate the standards to reinforce students' problem-solving, reasoning, and communication skills. For example, some of these process standards include: "sort information into categories," and "Create a picture or bar graph using data."

The materials include support for students to use mathematical process standards to acquire and demonstrate mathematical understanding. For example, in the *Teacher Toolbox*, educators can find the process standards and guidance on how they are used in a variety of tasks and activities throughout the scope.

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.	3/3
6.1c	All criteria for guidance met.	3/3
—	**TOTAL**	9/9

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

The materials include an overview that explains the importance of purposeful questioning as a tool to stimulate, challenge, extend, and clarify mathematical thinking. For example, students work with a problem where a person has 16 pieces of gum and needs to figure out how many pieces are left if the person chewed seven. After students solve the subtraction problem, students think mathematically and solve the problem through other methods that help students have a stronger conception of comprehension by creating the math problem with a concrete or pictorial model, using a number line, diagram, and/or number bond.

The materials include opportunities for educators to encourage students to develop a deeper engagement and understanding of the mathematical concepts. In the grade-level "Explore" section, students and educators participate in structured conversations that allow students to interact with their classmates while thinking mathematically, problem solving, and making sense of the mathematical concepts. Several options are available to help students further develop stronger comprehension in the given area. For example, students are asked to sort two-dimensional shapes and discuss questions, such as, "What attributes did you notice when you looked at all the stickers?" and "How did you group these stickers?" Students engage in mathematical thinking and work through solving the problems.

The materials include student journals that allow students to document their problem-solving processes, strategies, mistakes, and revisions over time. These guided journals allow students to think mathematically, persevere through solving problems, and make sense of mathematics. Students make sense of mathematical facts within 10 by thinking mathematically of related inverse operations. Students begin by listing facts they are aware of. For example, students write "4 + 4 = 8" or "6 + 3 = 9." After students have made a list of nine facts they are aware of, they think of the related subtraction facts. Students make math connections by writing "4 + 4 = 8 is related to 8 - 4 = 4" or "6 + 3 = 9 is related to 9 - 3 = 6."

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

The materials include an overview that explains the importance of purposeful questioning as a tool to stimulate, challenge, extend, and clarify mathematical thinking. For example, students collect, sort, and organize data and develop flexibility in math thinking by showing their data in multiple ways. Students begin by showing the data in a graph format. To understand that there is more than one valid way to represent data, students use picture graphs, T-charts, and tally marks to display their data. The teacher may ask students which method they feel is best for their understanding of the data. Students engage in mathematical thinking and work through solving the problems.

The materials include a variety of approaches to convey knowledge, strategies, justifications, and conclusions. Students solve tasks by sorting and organizing shapes in different ways. For example, students sort shapes and discuss questions such as, "Is there another way you could sort these shapes? What attributes did you notice when you looked at all the stickers?" Students are encouraged to sort in another way and justify their answers.

The materials support students in understanding, explaining, and justifying that there can be multiple ways to solve problems and complete tasks. In the "Spiraled Review," students have the opportunity to show what they know and to demonstrate their understanding with multiple strategies. For example, students identify 3D solids and relate learning math by using real-world items. Besides the learning of 3D solids with curriculum lessons, students think mathematically and make sense of geometry math by relating 3D shapes to items seen at home and in the real world. The teacher can enhance this connection and students' understanding by asking questions such as, "What are some 3D solids you might see at home? How is a party hat similar to a cone? How is a gumball similar to a sphere? How is a sugar cube similar to a cube?"

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/or educators.

The materials include opportunities for students to write about mathematical concepts with their peers and/or educators. The "Communicate Math-Writing "section allows students to share their mathematical ideas with others, use appropriate visual representations, and use sentence stems to accurately write about the given concept. For example, a lesson on 3D solids begins with the teacher showing students sets of 3D shapes. Students are then asked to design a pictorial model of a toy by referencing the shapes that were shown to them. After students design their toy, they use the bottom of the handout to write and answer questions such as, "What does your toy do?" Students discuss math with their peers by presenting their design to the class.

The materials include opportunities for students to do and discuss math with their peers and/or educators. For example, students work with a partner to compose and decompose the number seven. First, the students use the manipulatives to demonstrate how to compose and decompose the number seven. Then, the students practice writing the number on the story mat and work with a pair to share their combinations.

The materials include the "Procedure and Facilitation Points" section, where students are encouraged to work with their partners while doing and discussing mathematical concepts. Students work in groups with inch tiles and centimeter cubes to measure the lengths of imaginary earthworms, made from cut chenille stems. Before measuring, students talk to discuss what they estimate the lengths will be before they do the measuring with tiles or cubes. Students then use their student journal to write in words or phrases that complete strategy statements. To finalize the lesson, the teacher may use the "Math Chat" questions to check for student understanding.

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 educators in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications.

The materials include support for educators in guiding students to share and reflect on their problem-solving approaches. The "Communicate Math Discourse" section provides educators with an overview, facilitation clarification, and expectations for the discourse. Students are encouraged to engage in conversations that allow them to explain, justify, and reflect on mathematical concepts while sharing their problem-solving strategies. For example, the teacher has students reflect on addition and subtraction strategies they have used in prior lessons. Students use linking cubes to add and subtract equations on Task Cards. The teacher asks students to provide an argument as to why adding 4 + 3 + 6 would be easier by adding 4 and 6 first (to make a ten). The teacher then has students explain why a sum does not change by adding "0" to the list of addends.

The materials include opportunities for students to work alongside their peers in discussing mathematical concepts. For example, students, in groups of three to four, explore partitioning shapes. Students begin by using their construction paper, in the shape of a rectangle, and pretend they are cutting a cake for a dog party in half. Students discuss and explore with their group how many different ways they may partition the cake. Students explain if there is more than one way to cut the rectangular cake in half. Students are then asked to cut another rectangular cake into fourths. Students may make arguments as to how the cake is cut into fourths. Students may justify their partitioning by answering the teacher’s question of, "How do you know the dogs are each getting an equal share?"

Another example, students engage in the task by working with a group to make observations about the time. After the students share and reflect on their observations, they are expected to discuss the following questions: "What information do we need to find out?" Students explain and justify their answers as they look for the time to the hour or half hour. The materials support educators to guide students to share and reflect on their problem-solving methods. For example, the observation checklist allows students to demonstrate their learning through discussion, problem solving, writing and more.

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

The materials provide educators with prompts for small-group interventions. The educator observes students and identifies any misconceptions there may be over the grade-level concept. Educators are

provided with "Content Support" for each scope that lists the misconceptions and obstacles students may encounter and how to support them should these problems arise. The prompts then have educators guide, question, and model (give feedback) based on student work. For example, students use chenille stems, beads, and Task Cards to construct bracelets using addition and subtraction. The teacher is prompted to assist students with statements, such as "Help students access the task by asking the following questions." The teacher is also reminded to monitor the students and check for understanding. Questions are provided for the teacher, and possible student responses are provided for the teacher in red ink.

The materials include the "Instructional Supports" section at the grade level. Explore gives educators extra guidance to ensure students understand the concepts. Teachers are provided guidance to use guiding questions to check for understanding throughout the "Explore" activities. For example, "Monitor and talk with students as needed to check for understanding by using the following guiding questions . . ." In addition, in the "Grade 1 Explore 2" activity, the facilitation points state, "Ask students to share their strategies, and encourage them to ask each other questions and make connections. Encourage them to notice the similarities and differences in the processes they used to compose and decompose the number seven."

The materials include prompts and guidance for educators to provide feedback to students. The "Instructional Supports" section in the grade level "Explore" gives educators extra guidance to ensure students are understanding the concepts. For example, students can construct virtual bridges using blocks. When students get the answer correct, they receive positive reinforcement. When students get the answer incorrect, they receive a prompt. For example, if the student is asked to build a bridge of 15 blocks long and the student selects 5, 6, 4, and 6 blocks, the game will prompt them and inform them that they added 21, not 15. They will then be asked to try again.