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# EDUSPARK

## Prekindergarten Program Summary

### Section 1. Texas Prekindergarten Guidelines Alignment

- [\*Proclamation 2021 List of Instructional Materials Adopted by SBOE\*](#)

Domain	Student	Teacher
Social & Emotional	100.00%	100.00%
Language & Development	100.00%	100.00%
Emergent Literacy Reading	100.00%	100.00%
Emergent Literacy Writing	100.00%	100.00%
Math	100.00%	100.00%
Science	100.00%	100.00%
Social Studies	100.00%	100.00%
Fine Arts	100.00%	100.00%
Physical Development	100.00%	100.00%
Tech Apps	100.00%	100.00%

### Section 2. Integration of Content and Skills

- Materials do not include specific, intentional, and purposeful cross-curricular connections integrated in an authentic way to support students' unified experience throughout the day.
- Materials do not utilize high-quality texts as a core component of content and skill integration and do not support developmentally appropriate practice across all content domains.
- Materials do not fit within a developmentally appropriate programmatic structure and do not include detailed guidance that supports the teacher's delivery of instruction to three- and four-year-old children.
- Materials are not supported by child development research within and across all domains.

### **Section 3. Health and Wellness Associated Domains**

- Materials do not include direct social skill instruction and explicit teaching of skills.
- Materials do not include guidance for teachers on classroom arrangements that promote positive social interactions.
- Materials do not include full lessons and activities to develop physical skills, fine motor skills, and safe and healthy habits.

### **Section 4. Language and Communication Domain**

- Materials provide some guidance on developing students' listening skills.
- Materials do not provide guidance on speaking skills nor work to expand student vocabulary.
- Materials do not include strategies for supporting English Learners (ELs) in their development of English language skills and developmentally appropriate content knowledge.

### **Section 5. Emergent Literacy: Reading Domain**

- Materials do not provide opportunities for students to develop oral language skills, nor do materials include opportunities for authentic text conversations.
- Materials do not provide explicit instruction and opportunities for student practice in phonological awareness skills, alphabetic knowledge skills, and print knowledge and concepts.
- Materials do not include various text types and genres across contents that are high quality or at an appropriate level of complexity; materials do not provide a variety of approaches to develop student comprehension of texts.
- Materials do not include a variety of strategies to support ELs with their reading skills, nor do they give guidance to teachers to use the child's primary language as a means to support learning English.

### **Section 6. Emergent Literacy: Writing Domain**

- Materials do not include a variety of experiences through which students can engage with writing, nor do they provide opportunities for students to engage in authentic stages of writing.
- Materials do not provide support for fine motor development alongside and through writing.

### **Section 7. Mathematics Domain**

- Materials do not follow a logical mathematical continuum of concrete, pictorial, then abstract representations.
- Materials do not offer instruction that builds on students' informal knowledge about mathematics.

- Materials do not develop young children’s ability to problem-solve or use number sense but partially develop their ability to build academic math vocabulary.

### **Section 8. Science, Social Studies, Fine Arts, and Technology Domains**

- Materials build some science knowledge through inquiry-based instruction and exploration of the natural world.
- Materials do not build social studies knowledge through the study of culture and community.
- Materials do not expose children to fine arts through exploration.
- Materials provide some opportunities to link technology into the classroom experience and allow students to explore and use various digital tools.

### **Section 9. Progress Monitoring**

- Materials do not include diagnostic tools and guidance for teachers and students; materials do not include tools for students to track their own progress and growth.
- Materials do not include guidance for teachers or administrators to analyze and respond to data from diagnostic tools.
- Materials do not include progress monitoring opportunities.

### **Section 10. Supports for All Learners**

- Materials do not include guidance, scaffolds, supports, and extensions intended to maximize student learning potential.
- Materials do not provide instructional methods that appeal to different student learning interests and needs.
- Materials do not include accommodations for linguistics commensurate with various levels of English language proficiency.

### **Section 11. Implementation**

- Materials do not include a year-long plan with practice and review opportunities that support instruction.
- Materials include some implementation support for teachers and administrators; implementation guidance meets some variability in programmatic design and scheduling considerations.
- The materials include a Texas Prekindergarten Guidelines-aligned scope and sequence.
- Materials do not provide guidance and opportunities for fostering connections between home and school.
- The visual design of student and teacher materials is distracting.

### **Section 12. Additional Information: Technology, Cost, Professional Learning, and Additional Language Supports**

- The publisher submitted the technology, cost, and professional learning support worksheets.

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**2.1** Materials are cross-curricular and integrated in an authentic way to support students' unified experience throughout the day.

- Materials include specific, intentional, and purposeful cross-curricular connections to create a unified experience for students.
- Materials name which domains are purposefully developed or reinforced in each learning activity.

## Does Not Meet 0/4

The materials are not cross-curricular or integrated in an authentic way to support students' unified experiences throughout the day. The materials do not include specific, intentional, or purposeful cross-curricular connections to create a unified experience for students. The materials do not name which domains are purposefully developed or reinforced in each learning activity.

Evidence includes but is not limited to:

The materials include online videos, games, and a printable workbook to develop students' literacy, math, and science skills. In Lesson 1, materials include an online science video that uses visuals of familiar objects for students to observe their color, shape, and size. The video explains that objects come in different sizes and shapes. Additionally, Lesson 1 provides language activities, counting skills, and an art project. In Lessons 4 and 5, in science activities, students use tools to measure the length, weight, or capacity of objects; lessons include the mathematical vocabulary *taller than*, *longer than*, and *shorter than*. Additionally, they address language involving family and community, identification of shapes and counting to 20, and an art project/fine motor skills. While the materials do provide some cross-curricular connections for students, the materials do not contain a variety of opportunities that include specific, intentional, or purposeful cross-curricular connections to create a unified experience for students.

The materials do not include any support guidance for teachers to understand the domain or plan experiences. There is no explicit connection to the Texas Prekindergarten Guidelines in the materials. The materials do not name which domains are purposefully developed or reinforced in each learning activity.

**2.2** Materials utilize high-quality texts as a core component of content and skill integration.

- Texts are strategically chosen to support content and skill development in multiple domains.

## Does Not Meet 0/4

The materials do not utilize high-quality texts as a core component of content or skill integration. The materials do not include texts that are strategically chosen to support content and skill development in multiple domains.

Evidence includes but is not limited to:

The materials include three digital texts to support literacy development. In Lesson 16, the materials include a farm-themed text, *The Ducks at the Pond* by Anne Cernyar, which includes visuals and audio about visiting a pond with ducks. In Lesson 17, the materials include *Playing Before Bedtime* by Anne Cernyar, which includes visuals and audio about children playing before bedtime and getting ready for bed. In Lesson 18, the materials include a text that students can watch and listen to: *Playing Outside* by Anne Cernyar. It is about children having fun and playing outside. The materials do not include strategically chosen texts that support content or skill development in multiple domains.

**2.3** Materials support developmentally appropriate practice across all content domains.

- Materials include a variety of opportunities for purposeful play that promotes student choice.
- Materials provide guidance to teachers on how to connect all domains to play.
- Materials provide guidance to teachers on setting up and facilitating activities to meet, reinforce, or practice learning objectives.
- Materials have an intentional balance of direct (explicit) instruction and student choice, including purposefully planned learning centers, as appropriate for the content and skill development.

## Does Not Meet 0/4

The materials do not support developmentally appropriate practice across all content domains. The materials do not include a variety of opportunities for purposeful play that promotes student choice. The materials do not provide guidance to teachers on how to connect all domains to play. The materials do not provide guidance to teachers in setting up and facilitating activities to meet, reinforce, or practice learning objectives. The materials do not have an intentional balance of direct (explicit) instruction or student choice, including purposefully planned learning centers, as appropriate for the content and skill development.

Evidence includes but is not limited to:

The materials include an online curriculum with videos, games, songs, and a printable workbook to support development across all content domains. In Lesson 2, the materials include a video, a memory and matching game, and an assessment with the theme “Behaving Properly” to develop students’ social and literacy skills. The materials do not include a variety of opportunities for purposeful play that promotes student choice.

In Lesson 7, the materials include a video, a memory and matching game, and an assessment with the theme “The Vegetables” to develop students’ content knowledge. The materials do not have an intentional balance of direct or explicit instruction or student choice, including purposefully planned learning centers, as appropriate for the content and skill development.

In Lesson 13, the materials include an activity for students to make weather puppets. The materials include teacher guidance for setting up and facilitating the weather puppets in the lesson. While the materials do provide some teacher guidance for setting up and facilitating

activities to meet, reinforce, or practice learning objectives, there are not a variety of activities that include teacher guidance.

The materials include an online teacher guide with a recommended full-day schedule; it includes activities for direct instruction, child-led choice, and learning centers. The teacher guide includes recommended direct instruction times for large and small group activities based on the children's age. The materials do not provide guidance for teachers on how to connect all domains to play.

**2.4** Materials fit within a developmentally appropriate programmatic structure.

- Materials specify whether they are for three or four-year-old children.
- If intended for use for both three and four-year-old children, materials include a variety of options that clearly differentiate instruction for level of development.
- Materials provide differentiated use recommendations for half day and full day prekindergarten programs.

## Does Not Meet 0/4

The materials do not fit within a developmentally appropriate programmatic structure. The materials do not specify whether they are for three- or four-year-old children. The materials do provide some options that clearly differentiate instruction for level of development. The materials provide some differentiated use recommendations for half-day and full-day prekindergarten programs.

Evidence includes but is not limited to:

The materials include an online “Teacher’s Guide” that includes guidance for the online curriculum and instruction. The Teacher’s Guide includes an introduction to the lessons for digital instruction in English and Spanish; it also includes teacher guidance for navigating the online curriculum. The materials do not specify whether they are for three- or four-year-old children. The Teacher’s Guide includes a daily schedule titled “Half-Day/Full-Day Schedule;” there is a master schedule with a daily layout and sequence of lessons based on the half-day or full-day program.

The materials also provide some options for differentiating the program components for Advanced four-year-olds, four-year-olds, and three-year-olds. For example, when utilizing the videos with Advanced four-year-olds, the students watch the video independently and create a project, with some suggestions from the teacher on science or art projects related. For four-year-old students, the teacher can assist the students watching the video, pausing to discuss vocabulary or using pictures while the students write the words. For three-year-old students, the teacher would watch the video with them, pausing to discuss vocabulary and having the students match the word to the picture. Similar differentiation strategies are provided for the workbook, games, songs, and activities. While the materials do provide some differentiation, they do not provide a variety of strategies for the teacher that are specific and easy to implement.



The materials include an online curriculum with videos, games, assessments, and a printable workbook as the program structure. For example, Lesson 2 includes an online video and two games for the theme “Behaving Properly.” The materials do not include a variety of options that clearly differentiate instruction for level of development.

**2.5** Materials include detailed guidance that supports teacher’s delivery of instruction

- Guidance for teachers is evident and provides explicit instructional strategies for teaching prekindergarten skills.
- Materials include detailed and explicit guidance for teacher and student actions that support student development and proficiency of content and skills.
- Materials provide detailed guidance for connecting students’ prior content knowledge and experiences to new learning.

## Does Not Meet 0/4

The materials do not include detailed guidance that supports the teacher’s delivery of instruction. Guidance to provide teachers with explicit instructional strategies for teaching prekindergarten skills is not evident. The materials do not include detailed and explicit guidance for teacher and student actions that support student development and proficiency in content and skills. The materials do not provide detailed guidance for connecting students’ prior content knowledge and experiences to new learning.

Evidence includes but is not limited to:

In the teacher's guide, the materials provide some lesson suggestions. For example, the teacher uses songs and videos as warm-ups. During this time, the teacher explores previous knowledge and identifies what students captured from the previous lesson, and encourages students to repeat the vocabulary, sing the songs, and use movements. Additionally, the teacher organizes meaningful alternative activities that reinforce the topic and develop oral language skills, for example, pointing out and naming objects and making connections with their own experiences related to Eduspark Kiddos materials. They also provide the teacher with guidance on using the digital vocabulary. Some strategies suggested are; practice global reading of the vocabulary words, play games with words (i.e., describing images), and practicing breaking the word into syllables or circling letters. While the materials do provide some support for instructional delivery, the recommendations are oftentimes not specific and do not include a variety of strategies to use.

The materials include an online platform that includes a variety of videos, songs, games, assessments, and a printable workbook. For example, Lesson 4 has a family theme and includes a video that shows family members and describes them using vocabulary words. There is also a matching game for students to match the picture with the vocabulary word and an assessment.

In Lesson 5, the materials include a video, a memory game, assessments, and a printable workbook activity for developing language skills. This lesson's theme is "Occupations;" the video is interactive, with visuals and audio that explores different occupations in a community. The memory game provides vocabulary practice for students to match a picture with the correct word. The printable worksheet gives students additional opportunities to practice the lesson's vocabulary words by tracing and matching pictures to the correct vocabulary words. The materials do not include detailed and explicit guidance for teacher and student actions that support student development and proficiency of content and skills.

The materials include a digital curriculum that has 18 different lessons; all lessons follow the same structure with different themes. The lessons include a video, games, assessments, and a printable workbook with additional activities for developing children's content knowledge. The materials do not provide detailed guidance for connecting students' prior content knowledge and experiences to new learning.

**2.6** Materials are supported by child development research on children’s development within and across all domains.

- Materials include a clear description of how the curriculum is supported by child development research.
- Materials provide research-based guidance for instruction that enriches educator understanding of early childhood development and the validity of the recommended approach.
- Cited research is current, academic, relevant to early childhood development, and applicable to Texas-specific context and demographics.
- A bibliography is present.

## Does Not Meet 0/4

The materials are not supported by child development research on children’s development within and across all domains and do not include a clear description of how the curriculum is supported by child development research. The materials do not provide research-based guidance for instruction that enriches educator understanding of early childhood development or the validity of the recommended approach. The materials do not include cited research that is current, academic, relevant to early childhood development, or applicable to Texas-specific context and demographics. The materials do not include a bibliography.

Evidence includes but is not limited to:

The materials include an online curriculum with a “Teacher’s Guide” with an explanation of the resources included and the structure of the materials. A variety of brain research is explained from a study at Harvard to the Four Levels of Learning. Eduspark utilizes this brain research by “taking advantage in the way left and right brain hemispheres function while learning” but does not indicate how they do that. Additionally, there was a case study at the University of Monterrey about the effectiveness of Eduspark. It showed that first grade students who use the Eduspark reading program improve their results by 15% compared to the control group. The materials do not provide research-based guidance for instruction that enriches educator understanding of early childhood development or of the validity of the recommended approach.

The materials do not include any cited research that is current, academic, relevant to early childhood development, or applicable to Texas-specific context and demographics.

A bibliography is present at the end of the Teacher's Guide.

**3.1** Materials include direct social skill instruction and explicit teaching of skills.

- Full lessons on Self Concept Skills, Self-Regulation Skills, Relationships with Others, and Social Awareness Skills, as laid out in the Texas Prekindergarten Guidelines.
- Materials provide guidance on teacher modeling of these skills.
- Materials include appropriate texts used to support the development of social competencies.
- Materials include appropriate texts used to support the development of competencies to understand and respond to emotions.

## Does Not Meet 0/4

The materials reviewed do not have lessons throughout the curriculum that focus on self-concept skills, self-regulation skills, relationships with others, and social awareness skills. The lessons that do have some social skill instruction do not provide guidance for teachers to model the skills presented in the lessons. Materials do not include appropriate texts to support the development of social competencies or the development of competencies to understand and respond to emotions.

Evidence includes but is not limited to:

In Lesson 1, the materials include two worksheets that contain a table of activities and a song to help children practice self-regulation skills. There are no directions or guidance for teachers directly correlating to social skill-building. Lesson 1 includes a daily schedule activity to support students as they identify, express, and understand feelings. For example, students use class rules cards to practice classroom rules. While the materials provide students with the opportunity to use the class rules cards to practice, specific teacher guidance on modeling these behaviors is not included. The materials recommend using colored popsicle sticks to reinforce the classroom rules. The materials do not include any texts to support the development of these social skills and competencies.

In Lesson 2, the materials provide outlines for social building opportunities. For example, children will watch a video about rules, play a memory game that supports proper behavior, complete an evaluation, and complete printable worksheets. The materials provide guidance for the teacher on completing the worksheets. These activities lack guidance and opportunities for the teacher to model social skills and do not include opportunities for children to practice the skills in authentic settings.

In Lesson 8, the materials include printable worksheet activities that help children practice building relationships with others. These activities do not include any texts to support the development of these social skills and competencies.

**3.2** Materials include repeated opportunities for students to practice social skills throughout the day.

- Materials provide opportunities to learn, practice, and apply these skills throughout the day.
- Practice opportunities are authentically integrated throughout all other content domains.

## Does Not Meet 0/4

Within the materials and lessons reviewed, there is no evidence that students have repeated opportunities to practice social skills throughout the day. The materials do not provide opportunities to learn, practice, and apply these skills throughout the day and do not have practice opportunities through authentically integrated content domains.

Evidence includes but is not limited to:

In Lesson 1, the materials include an activity to learn and practice social skills. For example, students create different emotional faces on popsicle sticks to practice social and emotional skills. Lesson 1 includes another opportunity for students to practice social skills: an activity using picture cards that illustrate emotions to practice understanding feelings. While the materials provide students with the opportunity to practice social skills, these materials are not applied to learn, practice, or apply social skills throughout the day.

In Lesson 5, students engage with each other by sharing their likes and dislikes for different types of animals. The teacher asks questions that allow students to reflect and demonstrate empathy for others. There is also a list of suggested activities that include singing songs with different emotions.

In Lesson 11, the materials include an activity that focuses on taking care of classroom materials. For example, students use a worksheet to cut and glue pictures that illustrate practicing social skills. These materials lack opportunities to authentically integrate practice throughout all other content domains.



**3.3** Materials include ideal classroom arrangements that support positive social interactions.

- Classroom arrangement supports daily opportunities for practice of social skills, including in daily learning centers.
- Materials give teacher guidance on classroom arrangement to support teacher-student and student-student interactions.
- Materials consider a variety of factors and components of the physical space and their impact on students' social development.
- Materials can be implemented easily and effectively within a classroom arrangement that supports positive social interactions.
- Materials provide suggestions for how to engage students in classroom arrangement in order to promote student ownership of the space.

## Does Not Meet 0/4

The materials do not include ideal classroom arrangements that support positive social interactions. The materials do not include classroom arrangement that supports daily opportunities to practice social skills, including in daily learning centers. The materials do not include teacher guidance on classroom arrangements to support teacher-student and student-student interactions. The materials do not consider a variety of factors or components for the physical space or their impact on students' social development. Materials can not be implemented easily and effectively within a classroom arrangement to support positive social interactions; they do not provide suggestions for engaging students in the classroom arrangement to promote student ownership of the space.

Evidence includes but is not limited to:

The materials include online guided reading videos, games, activities with visual and fine motor supports, and a parent guide. Lessons include printable materials for fine motor development; online games to practice the classroom rules; activities with visual supports to teach classroom procedures; and online videos to engage students in content-based topics. Lessons also include a daily schedule picture that contains learning centers, with suggested titles, for self-regulation guidance; memory games to teach critical thinking skills; and matching games to teach language skills using pictures. The materials do not include daily opportunities to practice social skills in daily learning centers. The materials do not provide suggestions for how to engage students in the classroom arrangement to promote student ownership of the space.

Lesson 1 includes a printable activity with pictures of “thumbs-up” and “thumbs-down” to teach communication strategies. The materials do not consider a variety of factors and components of the physical space or their impact on students’ social development.

Lesson 2 includes an online video, a memory game, a matching game, and a workbook activity to teach the importance of following rules. The materials do not provide teacher guidance on classroom arrangements to support teacher-student or student-student interactions.

Lesson 6 includes a role-play activity: The teacher divides students into groups to act out a fairytale. The materials do not provide an easy or effective implementation for classroom arrangement to support positive social interactions.

**3.4** Materials include activities to develop physical skill and refine motor development through movement.

- Materials provide numerous daily opportunities for students to develop their gross motor skills through movement.
- Materials provide daily opportunities for students to develop their fine motor skills through tasks that do not require writing.

## Does Not Meet 0/4

Materials do not give students numerous daily opportunities to develop their gross motor skills through movement. Materials do not provide daily opportunities for students to develop their fine motor skills through tasks that do not require writing.

Evidence includes but is not limited to:

In Lesson 1, the materials include an activity to develop gross motor skills. For example, students are instructed to stand like a soldier while moving their arms. Lesson 1 also includes an activity to develop fine motor skills by practicing cutting printable worksheets. While the materials provide students with some opportunities to develop gross motor skills and fine motor skills, they do not provide daily opportunities for students to develop these skills.

In Lessons 5 and 6, the materials include activities to develop gross motor skills with dancing and a movement game. The dancing activity encourages students to listen to suggested songs and move to the music. The movement game provides instructions for students to coordinate a series of movements. For example, students are asked to bend, grow, and get up, and turn around. While the materials do provide some opportunities to develop gross motor skills through movement, there are no daily opportunities to develop these skills. In Lesson 7, the materials include an activity to develop fine motor skills by making puppets. This activity provides students the opportunity to cut out puppets using scissors.

In Lessons 10 and 14, the materials include activities to develop fine motor skills. For example, students have the opportunity to make sculptures using sand. Additionally, students have the opportunity to cut and glue a printed calendar and fold paper to create origami animals. While the materials provide students with some opportunities to develop fine motor skills, there are no daily opportunities for students to develop these skills.

**3.5** Materials include activities that develop safe and healthy habits in students.

- Materials provide teacher guidance on modeling safe and healthy habits for students.
- Materials provide a variety of opportunities and activities for students to practice safe and reflect on safe and healthy habits.
- Materials communicate for both teachers and students the connection between physical and mental health.

## Does Not Meet 0/4

Materials do not include activities to develop safe and healthy habits in students throughout the lessons. The materials do not provide teacher guidance on modeling safe and healthy habits for students. The materials do not provide a variety of opportunities or activities for students to practice and reflect on safe and healthy habits. The materials do not communicate for both teachers and students the connection between physical and mental health.

Evidence includes but is not limited to:

In Lesson 2, the materials include a printable worksheet activity to develop physical and mental health. In this activity, students name body parts as the teacher points to each part using the provided visual support. While this provides an opportunity for teachers and students to identify physical features, the materials do not communicate the connection between physical and mental health and do not include teacher guidance.

In Lesson 7, the materials include online videos, games, and activities that develop healthy habits in students. For example, students have the opportunity to watch a video about eating healthy foods. An extension to the video is a memory game that uses vocabulary words and pictures of healthy food options. While the materials include some activities for healthy habits, no activities are included for safe habits, and there is no teacher guidance.

**4.1** Materials provide guidance on developing students' listening skills.

- Materials provide teacher guidance on modeling active listening for understanding.
- Materials support and scaffold daily opportunities for students to listen for understanding.
- Materials provide opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts.
- Materials provide opportunities for students to hear conversations that follow conversation norms.

## Partially Meets 2/4

The materials reviewed do provide some guidance on developing students' listening skills. The materials provide some teacher guidance on modeling active listening for understanding. The materials support some scaffolding opportunities for students to listen for understanding. The materials provide some opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts. The materials provide some opportunities for students to hear conversations that follow conversation norms.

Evidence includes but is not limited to:

The materials include online videos, games, activities, and a printable workbook to develop listening skills. Students are able to listen to all the media sources provided by the materials.

In Lesson 1, the materials include a "Back to School" video; students listen to and repeat new vocabulary to develop listening skills for understanding. Additionally, the teacher asks questions that allow students to make connections with their own experiences of previous knowledge; a script is not provided by the materials. The materials do not provide teacher guidance on modeling active listening skills.

In Lesson 3, the materials include an online video to develop listening skills and to show understanding; the video includes color vocabulary words and provides guidance for students to listen for instructions. In Lesson 6, a science content guided reading video helps develop vocabulary and listening skills. While the materials do provide some opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts, the materials do not support and scaffold daily opportunities for students to listen for understanding.

In Lesson 7, under music resources, students are given the opportunity to listen for understanding through pictorial association and application using the song and/or tutorial. While there are some opportunities for students to practice listening for understanding, they do not frequently occur throughout the materials.

In Lesson 14, the materials include an online guided reading video to develop listening and vocabulary skills. For example, the guided reading video incorporates the visual of a calendar, with sounds and text being read aloud. While the materials do provide opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts, the materials do not provide opportunities for students to hear conversations that follow conversation norms.

**4.2** Materials provide guidance on developing students' speaking skills.

- Materials provide opportunities for students to practice producing sounds and use appropriate sentence structure and grammar in a variety of contexts.
- Materials provide teacher guidance on corrective feedback of students' speech production, sentence structure, and grammar.
- Materials provide teacher guidance on setting up and facilitating activities that allow students to practice production of a variety of sounds, appropriate sentence structure, and grammar.
- Materials provide support and guidance for students to work collaboratively to engage in discussion using conversation norms.

## Does Not Meet 0/4

The materials reviewed do not provide guidance on developing students' speaking skills. The materials do not provide opportunities for students to practice producing sounds or use appropriate sentence structure and grammar in a variety of contexts. The materials do not provide teacher guidance on corrective feedback of students' speech production, sentence structure, or grammar. The materials do not provide teacher guidance for setting up and facilitating activities that allow students to practice production of a variety of sounds, appropriate sentence structure, or grammar. The materials do not provide support or guidance for students to work collaboratively to engage in discussion using conversation norms.

Evidence includes but is not limited to:

The materials include online videos, games, songs, and printable activities with visual and audio supports. In Lesson 1, the materials include a "Back to School" video introducing students to the classroom. This video provides visuals of objects in the classroom and audibly names the objects. At the end of the video, there is repetition practice: Students listen and repeat the name of each classroom object. While these materials do provide some opportunities for students to develop speaking skills, the materials do not provide teacher guidance on corrective feedback of students' speech production, sentence structure, and grammar.

In Lesson 6, the materials include a video, games, and an online assessment activity to introduce different types of transportation. These activities provide visuals of different means of transportation. In the assessment activity, students listen and select the correct picture. While these materials do provide an opportunity for students to practice listening skills, the materials

do not provide opportunities for students to practice producing sounds and use appropriate sentence structure and grammar in a variety of contexts.

In Lesson 13, the materials include an activity for students to observe, record, and predict weather changes. This activity provides visual supports that show how the weather changes. Students are asked to observe, record, and predict the weather, working in groups and discussing their findings with other students. While the materials do provide opportunities for students to work collaboratively and engage in discussions, the materials do not provide support or guidance for students to use conversation norms.

In Lesson 16, the materials include a song for students to practice the production of sounds, sentence structure, and grammar. This song provides repetition and rhyming about similar and different shapes. While the materials do provide some opportunities for students to practice production of a variety of sounds, appropriate sentence structure, and grammar, the materials do not provide teacher guidance on setting up and facilitating the activity.



**4.3** Materials support expanding student vocabulary.

- Materials follow a progression of vocabulary development that is age and sequentially appropriate.
- Materials include a variety of strategies for strategically supporting vocabulary development that are integrated and authentically embedded in content-based learning.

## Does Not Meet 0/4

The materials reviewed do not support expanding student vocabulary. The materials do not follow a progression of vocabulary development that is age and sequentially appropriate. The materials do not include a variety of strategies for strategically supporting vocabulary development that are integrated and authentically embedded in content-based learning.

Evidence includes but is not limited to:

The material provides some opportunities for students to learn new words. The material provides opportunities to learn new vocabulary by repeating words during the lessons and playing memory card games with the new vocabulary. Some videos in the units allow students to learn new words by repeating them and also by looking at visuals/pictures that represent the word. While there is an extensive list of vocabulary words provided, the instruction is limited to hearing vocabulary and repeating/identifying the word. The materials do not follow a progression of vocabulary development that is sequentially appropriate.

In Lesson 1, the back to school video provides an overview of the classroom and identifies common objects around the room. At the end of the video, it repeats each word with a picture for another exposure. In the workbook, Back to School, the students have another opportunity to engage with the vocabulary by repeating and matching. In Lesson 2, the materials include an online video to develop language and communication skills. In this online video, students are introduced to vocabulary words about classroom rules using rhythmic patterns. In Lesson 6, the materials include an online guided reading video and games to develop vocabulary. In Lesson 15, the materials include an online video to develop students' vocabulary knowledge. For example, the online video introduces types of clothes for the winter season. This activity provides visuals of clothing options to wear during the winter and audibly provides the vocabulary word. While the materials provide some vocabulary development, the materials do

not include a variety of strategies for strategically supporting vocabulary development that is integrated and authentically embedded in content-based learning.

**4.4** Materials include appropriate strategies for supporting English Learners (ELs) in their development of English language skills and developmentally appropriate content knowledge.

- Materials include a variety of strategies for supporting English Learners.
- Strategies include how to use the child's first language as a foundation for learning English.
- Materials develop students' vocabulary in both English and the home language.

## Does Not Meet 0/4

The materials reviewed do not include appropriate strategies for supporting English Learners (ELs) in their development of English language skills and developmentally appropriate content knowledge. The materials do not include a variety of strategies for supporting ELs. The materials do not include strategies for how to use the child's first language as a foundation for learning English. The materials do not develop students' vocabulary in both English and the home language.

Evidence includes but is not limited to:

The materials include online videos, games, and printable workbook activities to develop content knowledge using visual and auditory supports. The materials provide an extensive list of vocabulary words and topics of conversation and activities for the teacher to reference. Additionally, all materials are provided in Spanish. While the materials do provide materials in the first language for Spanish speakers, they do not include strategies to develop skills in other languages.

Lesson 3 includes a printable workbook activity in Spanish to develop color vocabulary words. In Lesson 6, the materials include an online video to develop vocabulary knowledge. This activity includes illustrations for vocabulary words. The materials do not provide strategies for supporting ELs and do not include a variety of strategies. The materials do not include how to use the child's first language as a foundation for learning English.

In Lesson 10, the materials include a guided reading video that uses visuals and music. This guided reading activity and song develop the vocabulary of nature words. In Lesson 17, the materials include activities for vocabulary development using visual supports. For example, science content-based activity includes photographs of the environment to develop new

vocabulary. While the materials do provide some vocabulary development, the materials do not develop the students' vocabulary in both English and the home language.

**5.1** Materials provide opportunities for students to develop oral language skills, including through authentic text conversations.

- Materials provide opportunities for students to listen actively and to ask questions and engage in discussion to understand information in texts.
- Materials provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the texts.
- Materials provide support and guidance for students to work collaboratively to engage in discussion.

## Does Not Meet 0/4

The materials do not provide opportunities for students to develop oral language skills, including through authentic text conversations. The materials do not provide opportunities for students to listen actively or to ask questions and engage in discussions to understand information in texts. The materials do not provide consistent opportunities for students to engage in discussions that require them to share information and ideas about the texts. The materials do not provide support or guidance for students to work collaboratively to engage in discussions.

Evidence includes but is not limited to:

The materials include digital books and online activities to develop content knowledge using interactive visual and auditory supports. The materials, however, do not provide sufficient opportunities for students to listen actively, ask questions, and engage in discussions to understand information in texts, to share information and ideas about texts, or to work collaboratively to engage in discussion.

Lesson 8 includes an online video about zoo animals with visuals and vocabulary development. The materials include an online workbook activity to develop alphabet knowledge. For example, the letter *Kk* is introduced, with opportunities for tracing the letter and practicing the letter sound. The lesson does not provide opportunities for students to listen actively and to ask questions and engage in discussions to understand information in texts.

In Lesson 11, the materials include an art activity to develop fine motor skills. Although this activity includes opportunities for students to share their artwork with each other and have discussions about what they have created, the materials overall do not provide consistent or

frequent opportunities for students to engage in discussions that require them to share information about texts.

In Lessons 16, 17, and 18, the materials include a digital book for developing listening skills. Digital books include visual and auditory supports for students to practice listening skills and vocabulary development. The materials include an activity after the digital book for students to share their guided reading practice; students draw a picture of the story and take a quiz to assess their comprehension of the story. The materials do not provide support and guidance for students to work collaboratively to engage in discussions.

**5.2** Materials provide direct (explicit) instruction and opportunities for student practice in phonological awareness skills.

- Materials follow the research-based developmental continuum of how children acquire phonological awareness.
- Materials include a variety of types of activities that engage students in identifying, synthesizing, and analyzing sounds.
- Materials allow for student practice of phonological awareness skills both in isolation and connected to alphabetic knowledge skills.

## Does Not Meet 0/4

The materials do provide some direct instruction or opportunities for students to practice phonological awareness skills. The materials do not follow the research-based developmental continuum of how children acquire phonological awareness. The materials do not include a variety of types of activities that engage students in identifying, synthesizing, or analyzing sounds. The materials do not allow for students to practice phonological awareness skills both in isolation and connected to alphabetic knowledge skills.

Evidence includes but is not limited to:

The materials include an online teacher resource workbook, online videos, online games, and printable activities to develop alphabet knowledge. There are online modules for the students to engage with that practice letter sounds and tracing. The students complete a quiz identifying “which letter makes the sound \_\_\_” and “find the letter \_\_\_.” The students are then presented with a notebook that involves tracing the letters, naming pictures, and first sounds in words. The teacher instructs the student to repeat the word or sound, and then they trace the letter. While the materials do provide some practice of phonological awareness skills in isolation and connected to alphabetic knowledge, they do not include a variety of types of activities that engage students and do not follow a research-based developmental continuum of how children acquire phonological awareness.

**5.3** Materials provide direct (explicit) instruction and opportunities for student practice in alphabetic knowledge skills.

- Materials follow a research-based, strategic sequence for introduction of alphabetic knowledge.
- Materials provide teacher guidance on directly introducing, modeling, and using letter names and sounds.

## Does Not Meet 0/4

The materials reviewed do not provide direct instruction and opportunities for students to practice alphabetic knowledge skills. The materials do not follow a research-based, strategic sequence for introduction of alphabetic knowledge. The materials do not provide teacher guidance on directly introducing, modeling, and using letter names and sounds.

Evidence includes but is not limited to:

The materials include a printable “Teacher Resource” workbook and audio recordings to develop alphabetic knowledge skills. The “Teacher Resource” workbook includes printable worksheets for each letter of the alphabet; students practice tracing and writing letters to develop alphabetic knowledge skills. For example, the “Letter Z” worksheet provides some guidance for students to listen to and repeat the letter-sound, then trace the letter. There are audio recordings for each letter-sound for students to practice alphabetic knowledge skills. The materials do not follow a research-based strategic sequence for introduction of alphabetic knowledge. The materials do not provide teacher guidance on directly introducing, modeling, and using letter names and sounds.



**5.4** Materials provide direct (explicit) instruction in print knowledge and concepts and opportunities for student practice.

- Materials provide direct (explicit) instruction in print awareness and connect print awareness to books/texts.
- Materials provide opportunities for students to develop an understanding of the everyday functions of print in context to the students' experience at school.
- Materials include a research-based sequence of foundational skills instruction and opportunities for sufficient student practice.
- Materials follow a developmentally appropriate continuum for the development of print awareness knowledge.

## Does Not Meet 0/4

The materials reviewed do not provide direct instruction in print knowledge and concepts or opportunities for student practice. The materials do not provide direct instruction in print awareness or connecting print awareness to books/texts. The materials do not provide opportunities for students to develop an understanding of the everyday functions of print in context to students' experiences at school. The materials do not include a research-based sequence of foundational skills instruction or opportunities for sufficient student practice. The materials do not follow a developmentally appropriate continuum for the development of print awareness knowledge.

Evidence includes but is not limited to:

The materials include online videos, games, activities, and a printable workbook to develop print knowledge and concepts. For example, Lesson 1 includes an online daily schedule with "Circle Time," reading centers, play centers, and science centers visuals for students. The visual is introduced to students as a resource, though there is no direct instruction on the functions of print when referring to this schedule. The materials do not provide opportunities for students to develop an understanding of the everyday functions of print in context to the students' experience at school.

In Lesson 4, the materials include an online guided reading video, matching game, and memory game to develop print knowledge. The online guided reading video models reading from left to right, highlights words as they are read, and defines vocabulary words to practice foundational

skills. The materials do not provide direct (explicit) instruction in print awareness or connect print awareness to books or texts.

In Lesson 5, the materials include an online guided reading video to develop print knowledge skills. This online guided reading video models reading from left to right, highlights words as they are read, and defines vocabulary words to practice foundational skills. The materials do not include a research-based sequence of foundational skills instruction or opportunities for sufficient student practice.

In Lesson 18, the materials include an online guided reading video, a matching game, and a memory game to develop vocabulary and print concepts. The online guided reading video is a science content video that includes high-frequency words and vocabulary development practice. The materials do not follow a developmentally appropriate continuum for the development of print awareness knowledge.

**5.5** Materials include a variety of text types and genres across contents that are high-quality and at an appropriate level of complexity.

- Text selection is at the appropriate level of complexity for students' developmental level.
- Materials include both fiction and nonfiction texts.
- Materials include a variety of types of texts, such as poems, songs, and nursery rhymes.
- Texts include content that is engaging to prekindergarten students and include opportunities for students to interact with the stories, including repeated parts.
- Read aloud texts cover a range of student interests.
- Materials include use of purposeful environmental print throughout the classroom.

## Does Not Meet 0/4

The materials do not include a variety of text types and genres across contents that are high quality and at an appropriate level of complexity. The materials do not include text selection at the appropriate level of complexity for students' developmental level. The materials do not include both fiction and nonfiction texts. The materials do not include a variety of types of texts, such as poems, songs, and nursery rhymes. The materials do not include texts with content that is engaging to prekindergarten students, nor opportunities for students to interact with the stories, including repeated parts. The read-aloud texts do not cover a range of student interests. The materials do not include use of purposeful environmental print throughout the classroom.

Evidence includes but is not limited to:

The materials include digital books for students to develop listening and comprehension skills. The materials include three digital nonfiction books in Lessons 16–18 for students to view on an electronic device. The three digital books include topics about animals, bedtime, and playtime. There is no evidence the text selection is at the appropriate level of complexity for students' developmental level. While digital books can be repeated, the texts do not include content that is engaging to prekindergarten students. The materials do not include read-aloud texts that cover a range of student interests. The materials do not include fiction texts.

Examples of nonfiction texts include:

*The Ducks at the Pond* by Anne Cernyar  
*Playing Before Bedtime* by Anne Cernyar  
*Playing Outside* by Anne Cernyar

In Lesson 1, there is a classical music song for students to listen to. While the materials do include some songs, there is no evidence the materials include a variety of texts, such as poems, songs, and nursery rhymes.

**5.6** Materials use a variety of approaches to develop students' comprehension of text read aloud.

- Materials include guidance for the teacher to connect texts to children's experiences at home and school.
- Materials include guidance for the teacher on basic text structures and their impact on understanding of text.

## Does Not Meet 0/4

The materials do not use a variety of approaches to develop students' comprehension of text read aloud. The materials do not include guidance for the teacher to connect texts to children's experiences at home and school. The materials do not include guidance for the teacher on basic text structures and their impact on understanding of text.

Evidence includes but is not limited to:

The materials include digital books, activities, and assessments to develop students' listening and comprehension skills. For example, Lessons 16–18 include digital books that students can watch and listen to on an electronic device. After students watch and listen to the stories, they can complete an activity to draw a picture from the story and complete an online quiz. The materials do not include guidance for the teacher to connect texts to children's experiences at home and school. The materials do not include guidance for the teacher on basic text structures and their impact on understanding text.

**5.7** Materials include appropriate strategies for supporting English Learners (ELs) in their development of emergent reading skills.

- Materials include a variety of strategies for supporting English Learners (ELs).
- Strategies include use of the child’s knowledge of literacy in their primary language and ensure that knowledge is used to help them transfer to English language and literacy skills.

## Does Not Meet 0/4

The materials do not include appropriate strategies for supporting English Learners (ELs) in their development of emergent reading skills. The materials do not include a variety of strategies for supporting ELs. The materials do not include strategies that use the child’s knowledge of literacy in their primary language to ensure that knowledge is used to help them transfer to English language and literacy skills.

Evidence includes but is not limited to:

The materials include online videos and a content workbook to develop emergent reading skills. For example, Lesson 3 includes a workbook activity for students to identify objects and colors in Spanish and an online video that introduces the colors in English. In Lesson 5, there is an online video and a content workbook lesson on “Occupations.” In this lesson, students separate a four-word sentence into individual words and match pictures to vocabulary words. However, the materials do not include a variety of strategies for supporting ELs. The materials do not include strategies using the child’s knowledge of literacy in their primary language, and they do not ensure that knowledge is used to help them transfer to English language and literacy skills.

**6.1** Materials include a variety of experiences through which students can engage with writing.

- Materials include direct (explicit) instruction, as well as opportunities for children to imitate adult writing.
- Materials include opportunities for students to generate independent writing.
- Materials include opportunities for group writing on shared experiences.
- Materials include opportunities for illustration/drawing with detail, which transfers to writing.
- Materials include opportunities to write in response to reading and make explicit the connection between reading and writing.

## Does Not Meet 0/4

The materials do not include a variety of experiences through which children can engage with writing. The materials do not include direct (explicit) instruction as well as opportunities for children to imitate adult writing. The materials do not include opportunities for children to generate independent writing. The materials do not include opportunities for group writing on shared experiences. The materials do not include opportunities for illustration/drawing with detail, transferring to writing. The materials do not include opportunities to write in response to reading or make explicit the connection between reading and writing.

Evidence includes but is not limited to:

The materials include online videos, songs, quizzes, and printable worksheet activities to develop writing skills.

In Lesson 1, the materials include a printable worksheet activity: Students trace the letters *Aa* and *Ee* and then trace circles around illustrations to develop writing skills. The materials do not include opportunities for children to generate independent writing.

In Lesson 7, the materials include a printable worksheet activity: Students trace the letters *Qq* and *Rr* and then trace circles around illustrations to develop writing skills. The materials do not include direct (explicit) instruction or opportunities for children to imitate adult writing.

In Lesson 9, the materials include an activity for students to draw the main character in a story to engage with writing. While the materials do provide some opportunities for drawing, they do not include a variety of experiences for children to engage in writing.

In Lesson 12, the materials include a lesson for students to draw and copy the writing done by the class to engage with writing. The materials do not include opportunities to write in response to reading nor make explicit the connection between reading and writing.

In Lesson 16, the materials include an activity for students to look at pictures of a farm trip and then contribute their ideas about the trip in a group writing activity. Students draw a picture of what they remember from the field trip pictures, write a draft, and then share their writing with the class. The materials do not include opportunities to write in response to reading; they do not make explicit the connection between reading and writing.



**6.2** Materials instruct students along the developmental stages of writing.

- Materials follow the developmental continuum of how children learn writing.
- Materials provide guidance for teachers on how to nudge students along the continuum for writing development.
- Materials include guidance for teachers on how to include appropriate student contributions to writing and the writing process, as specified by the Texas Prekindergarten Guidelines.

## Does Not Meet 0/4

The materials do not instruct students along the developmental stages of writing. The materials do not follow the developmental continuum of how children learn writing. The materials do not provide guidance for teachers on how to nudge students along the continuum for writing development. The materials do not include guidance for teachers on how to include appropriate student contributions to writing and the writing process, as specified by the Texas Prekindergarten Guidelines.

Evidence includes but is not limited to:

The materials include printable worksheet activities to develop writing skills.

In Lesson 1, the materials include a printable worksheet activity for children to trace the letters *Aa* and *Ee* and then trace circles around illustrations to develop writing skills. The materials do not provide guidance for teachers on how to nudge students along the continuum for writing development.

In Lesson 7, the materials include a printable worksheet activity for students to trace the letters *Qq* and *Rr* and then trace circles around illustrations to develop writing skills. The materials do not include guidance for teachers on how to include appropriate student contributions to writing and the writing process, as specified by the Texas Prekindergarten Guidelines.

In Lesson 9, the materials include an activity for students to draw the main character in a story to engage with writing. The materials do not follow the developmental continuum of how children learn writing.

**6.3** Materials support fine motor development alongside and through writing.

- Materials provide a variety of opportunities for children to develop their fine motor skills.
- Materials provide differentiation and guidance on how to develop students' fine motor skills towards writing.
- Materials prescribe a variety of tools and surfaces for student writing experiences.

## Does Not Meet 0/4

The materials do not support fine motor development alongside and through writing. The materials do not provide a variety of opportunities for children to develop their fine motor skills. The materials do not provide differentiation and guidance on how to develop students' fine motor skills towards writing. The materials do not prescribe a variety of tools and surfaces for student writing experiences.

Evidence includes but is not limited to:

The materials include printable worksheet activities to develop writing skills.

In Lesson 1, the materials include a printable worksheet activity for children to trace the letters *Aa* and *Ee* and then trace circles around illustrations to develop writing skills. The materials do not provide differentiation and guidance on how to develop students' fine motor skills towards writing.

In Lesson 7, the materials include a printable worksheet activity for students to trace the letters *Qq* and *Rr* and then trace circles around illustrations to develop writing skills. The materials do not provide a variety of opportunities for children to develop their fine motor skills.

In Lesson 14, the materials include a printable worksheet activity for students to trace letters in a word to support fine motor skill development. The materials do not prescribe a variety of tools and surfaces for student writing experiences.

**7.1** Materials follow a logical mathematical continuum of concrete, pictorial, then abstract representations.

- Instruction in all mathematical competencies progresses from concrete to pictorial to abstract, with the greatest emphasis on using concrete manipulatives.
- Materials include a variety of types of concrete manipulatives and pictorial representations.
- Materials include activities that build conceptual understanding in: counting, adding to, taking away, geometry, spatial sense, measurement, classification, and pattern skills, as indicated by the Texas Prekindergarten Guidelines.

## Does Not Meet 0/4

The materials do not follow a logical mathematical continuum of concrete, pictorial, then abstract representations. The materials do not include instruction in all mathematical competencies progressing from concrete to pictorial to abstract, with the greatest emphasis on using concrete manipulatives. The materials do not include a variety of types of concrete manipulatives and pictorial representations. The materials do not include activities that build conceptual understanding in counting, adding to, taking away, geometry, spatial sense, measurement, classification, and pattern skills, as indicated by the Texas Prekindergarten Guidelines.

Evidence includes but is not limited to:

The materials include online videos, songs, and printable worksheets to develop mathematical skills.

In Lesson 1, the materials include a song about counting from 1 to 10 using visuals to represent objects being counted, a video with visuals of unifix cubes for practicing counting from 1 to 10, and two quizzes to assess students' knowledge of counting to 10. While the materials do provide some pictorial representations and mention using concrete manipulatives, specifically with three-year-olds, there is no evidence that the materials move along the continuum of concrete, pictorial, then abstract.

In Lesson 5, the materials include a worksheet activity to match a group of objects with the corresponding number, a worksheet activity to draw objects to match the correct quantity

displayed, a worksheet activity to trace the name of the corresponding number, and a connect-the-dots activity. The materials do not include instruction in all mathematical competencies that progress from concrete to pictorial to abstract, and they do not place the greatest emphasis on using concrete manipulatives.

In Lesson 15, the materials include a video about comparing the weight of different objects; students must choose the object that weighs more.

In Lesson 17, the materials include a video about identifying solid shapes in a supermarket; students are presented with visuals of familiar objects and must find the solid shapes. While the materials do include some activities to build understanding in geometry and measurement, they do not include a variety of activities that build conceptual understanding in counting, adding to, taking away, geometry, spatial sense, measurement, classification, and pattern skills, as indicated by the Texas Prekindergarten Guidelines.

**7.2** Materials promote instruction that builds on students' informal knowledge about mathematics.

- Materials prompt teachers to inquire about students' developmental status and mathematical knowledge.
- Materials include cross-curricular opportunities to authentically integrate mathematics throughout the day.
- Materials support the use of the classroom environment and materials as vehicles to explore math concepts and skills.

## Does Not Meet 0/4

The materials do not promote instruction that builds on students' informal knowledge about mathematics. The materials do not prompt teachers to inquire about students' developmental status and mathematical knowledge. The materials do not include cross-curricular opportunities to authentically integrate mathematics throughout the day. The materials do not support the use of the classroom environment and materials as vehicles to explore math concepts and skills.

Evidence includes but is not limited to:

The materials include online videos, songs, quizzes, and printable worksheet activities to develop mathematical skills.

In Lesson 1, the materials include a song about counting from 1 to 10 using visuals to represent objects being counted, a video with visuals of unifix cubes for practicing counting to 10, and two quizzes to assess students' knowledge of counting to 10. The materials do not support the use of the classroom environment or materials as vehicles to explore math concepts and skills.

In Lessons 1, 4, and 5, the materials include science content activities and videos that provide some integration of mathematics skills. In Lesson 1, the materials include a science video that uses visuals and audio for students to recognize colors, shapes, and sizes of familiar objects. In Lesson 4, the materials include a science worksheet activity for students to measure the length, weight, or capacity of objects. In Lesson 5, the materials include a worksheet activity for students to predict, by counting, how many objects will fit in a container. While the materials do provide some cross-curricular opportunities to integrate mathematics, there is no evidence throughout the materials of these opportunities for cross-curricular integration.

In Lesson 15, the materials include a video about comparing the weight of different objects; students must choose the object that weighs more. The materials do not prompt teachers to inquire about students' developmental status or mathematical knowledge.

### 7.3 Materials intentionally develop young children's ability to problem-solve

- Materials develop children's capacity to ask thoughtful questions.
- Materials develop children's capacity to recognize problems in their environment.
- Materials develop children's capacity to use mathematical reasoning with familiar materials in the classroom and the world outside the classroom.

## Does Not Meet 0/4

The materials do not intentionally develop young children's ability to problem-solve. The materials do not develop children's capacity to ask thoughtful questions. The materials do not develop children's capacity to recognize problems in their environment. The materials do not develop children's capacity to use mathematical reasoning with familiar materials in the classroom and the world outside the classroom.

Evidence includes but is not limited to:

The materials include online videos, songs, quizzes, and printable worksheet activities to develop mathematical skills.

In Lesson 1, the materials include a song about counting from 1 to 10 using visuals to represent objects being counted, a video with visuals of unifix cubes for practicing counting to 10, and two quizzes to assess students' knowledge of counting to 10. The materials do not develop children's capacity to ask thoughtful questions.

In Lesson 5, the materials include a worksheet activity for students to match a group of objects with the corresponding number, a worksheet activity for students to draw objects to match the correct quantity displayed, a worksheet activity to trace the name of the corresponding number, and a connect-the-dots activity. The materials do not develop children's capacity to recognize problems in their environment.

In Lesson 15, the materials include a video about comparing the weight of different objects; students must choose the object that weighs more. The materials do not develop children's capacity to use mathematical reasoning with familiar materials in the classroom and the world outside the classroom.



**7.4 Materials build students' number sense.**

- Materials provide guidance for teachers on building conceptual understanding in math.
- Materials provide frequent, spiraled, and varied opportunities for students to participate in activities that build number sense, as outlined in the Texas Prekindergarten Guidelines. These activities include: subitizing, counting one-to-one, comparing set size and numbers, counting on, and finding one more than a number.

## Does Not Meet 0/4

The materials do not include opportunities to build students' number sense. The materials do not provide guidance for teachers on building students' conceptual understanding in math. The materials do not provide opportunities for students to participate in activities that build number sense, as outlined in the Texas Prekindergarten Guidelines, including subitizing, counting one-to-one, comparing set size and numbers, counting on, and finding one more than a number.

Evidence includes but is not limited to:

The materials include online videos, songs, quizzes, and printable worksheet activities to develop mathematical skills.

In Lesson 1, the materials include a song about counting from 1 to 10 using visuals to represent objects being counted, a video with visuals of unifix cubes for practicing counting to 10, and two quizzes to assess students' knowledge of counting to 10. The materials do not provide guidance for teachers on building conceptual understanding in math.

In Lesson 5, the materials include a worksheet activity for students to match a group of objects with the corresponding number, a worksheet activity for students to draw objects to match the correct quantity displayed, a worksheet activity to trace the name of the corresponding number, and a connect-the-dots activity. While the materials do provide some activities to build number sense, the materials do not provide frequent, spiraled, and varied opportunities for students to participate in activities that build number sense, as outlined in the Texas Prekindergarten Guidelines, including activities for subitizing, counting one-to-one, comparing set size and numbers, counting on, and finding one more than a number.

**7.5** Materials develop students' academic math vocabulary.

- Materials include repeated opportunities to hear math vocabulary.
- Materials include repeated opportunities to practice using math vocabulary.
- Materials include guidance for teachers on how to scaffold and support students' development and use of academic math vocabulary.

## Partially Meets 2/4

The materials provide some development of students' academic math vocabulary. The materials include repeated opportunities to hear math vocabulary. The materials do not include repeated opportunities to practice using math vocabulary. The materials do not include guidance for teachers on how to scaffold and support students' development and use of academic math vocabulary.

Evidence includes but is not limited to:

The materials include online videos, songs, quizzes, and printable worksheet activities to develop mathematical skills. The materials provide ample opportunity to hear math vocabulary but lack the authentic ability to use the vocabulary and are, at times, not developmentally appropriate. For example, some lessons focus on addition by asking the child to solve addition with two single-digit numbers. Other lessons involve time vocabulary.

In Lesson 1 and 3, the materials include a song about counting from 1 to 10 using visuals to represent objects being counted, a video with visuals of unifix cubes for practicing counting to 10, and two quizzes to assess students' knowledge of counting to 10. The materials do not include guidance for teachers on how to scaffold or support students' development and use of academic math vocabulary.

In Lesson 4, the materials include a science worksheet activity for students to measure the length, weight, or capacity of objects. This activity includes an opportunity for students to measure their peers and compare, using mathematical vocabulary such as *taller than*, *longer than*, and *shorter than*. While the materials do provide some opportunities for students to practice using math vocabulary, there are not repeated opportunities for practicing math vocabulary.

In Lesson 14, the materials include songs, videos, and activities about time. In Lesson 15, the materials include a video about comparing the weight of different objects; students must choose the object that weighs more.

In Lesson 17, the materials include a video about identifying solid shapes in a supermarket; students are presented with visuals of familiar objects and must find the solid shapes.

**8.1** Materials build science knowledge through inquiry-based instruction and exploration of the natural world.

- Materials develop children’s observation and questioning of their environment.
- Materials develop children’s ability to communicate ideas.
- Materials include exploration with scientific tools.
- Materials provide opportunities for students to explore physical science, life science, and earth and space science through hands-on experiences.

## Partially Meets 2/4

The materials build some science knowledge through inquiry-based instruction and exploration of the natural world. The materials provide some opportunities to develop children’s observation and questioning of their environment. The materials provide some opportunities to develop children’s ability to communicate ideas. The materials include some exploration with scientific tools. The materials provide some opportunities for students to explore physical science, life science, and earth and space science through hands-on experiences.

Evidence includes but is not limited to:

The materials include online videos, hands-on activities, and printable worksheets to build science knowledge.

In Lesson 1, the materials include an online video that describes different objects’ color, shape, and size. Then, students have the opportunity to explore the property of matter in objects with hands-on activities. Students explore objects in a mystery bag using their sense of touch and then describe and classify the items in the mystery bag.

The materials provide some opportunities for children to explore physical science, life science, and earth and space science through hands-on experiences.

In Lessons 4 and 5, the materials include activities for children to develop science knowledge using scientific tools. The materials include an activity for children to measure the length, weight, or capacity of objects using ribbon, paper, a ruler, and cubes. In another activity, students measure how many cups a plastic container can hold.

In Lesson 8, the materials include guidance for children to observe and discuss animals and their habitats.

In Lesson 10, the materials include an activity for students to build landforms using wet sand. Students mix sand and water and then build model landforms. The materials thus provide some opportunities for students to observe and question their environment.

In Lesson 14, the materials include an online video about planets to build science knowledge. The video introduces the eight planets and the sun.

In Lesson 16, the materials include a printable workbook activity for students to investigate and describe earth materials and their uses. The materials provide some opportunities to develop children's ability to communicate ideas.

**8.2** Materials build social studies knowledge through study of culture and community.

- Materials follow a logical sequence of social studies, beginning with self and moving to family, community, city, state and country.
- Materials provide opportunities for students to explore commonalities and differences in individuals.
- Materials provide opportunities for students to learn about routines and events, both past, present, and future.
- Materials provide opportunities for students to explore the roles of consumers in their community.

## Does Not Meet 0/4

The materials do not build social studies knowledge through the study of culture and community. The materials do follow a logical sequence of social studies, beginning with self and moving to family, community, city, state, and country. The materials do not provide opportunities for students to explore commonalities and differences in individuals. The materials do not provide opportunities for students to learn about routines and events, both past, present, and future. The materials do not provide opportunities for students to explore the roles of consumers in their community.

Evidence includes but is not limited to:

The materials include online videos, games, evaluations, and printable worksheet activities for developing social studies knowledge. The Teacher's Guide states that the materials are structured in a way that the topics start with self and move toward family, community, and the natural environment around them. Unit one is all about self-knowledge moving into learning about families and community in Unit 2. Units 3 and 4 discuss animals and plants in the natural environment. Then Units 5 and 6 talk about space, sky, and protecting the planet. While the materials do follow a continuum, the continuum lacks city, state, and country.

In Lesson 3, materials include an art project for students to practice coloring and drawing the USA and Texas flags; students also recite the USA and Texas pledges.

In Lesson 4, the materials include an online video, a matching game, evaluations, and printable worksheet activities about families to develop social studies knowledge. The online video uses visuals and audio to show and describe different family members attending a family gathering.

The matching game, worksheets, and evaluations provide family vocabulary practice for students. The materials do not provide opportunities for students to explore commonalities and differences in individuals.

In Lesson 14, the materials include a song and video about time, describing the changes that happen to a person (i.e., showing the transition from being a baby to being like grandpa). The materials do not provide a variety of opportunities for students to learn about routines and events, both past, present, and future.

In Lesson 17, the materials include online videos, games, evaluations, and printable worksheets about a supermarket to develop social studies knowledge. The online video uses vocabulary words to provide an overview of items that can be purchased at a supermarket. The memory game and worksheets include supermarket vocabulary practice; students match pictures to the corresponding word. The materials do not provide opportunities for students to explore the roles of consumers in their community.

**8.3** Materials expose children to fine arts through exploration.

- Materials include a variety of daily experiences through multiple mediums (dance, music, dramatic play, painting, sculpture, drawing, and other movement).
- Materials emphasize the students' engagement in the process of creating rather than the product that is created.

## Does Not Meet 0/4

The materials do not expose children to fine arts through exploration. The materials do not include a variety of daily experiences through multiple mediums (dance, music, dramatic play, painting, sculpture, drawing, and other movement). The materials do not emphasize the students' engagement in the process of creating rather than the product is created.

Evidence includes but is not limited to:

The materials include online songs, activities, and printable worksheets to expose children to fine arts. The online songs give students the opportunity to engage in rhythm and movement daily, and art projects are suggested for each lesson. However, these art projects focus more on fine motor skills rather than the creative process.

In Lessons 1 and 4, the materials include printable worksheet activities for students to color, cut, and glue pictures to develop fine arts skills. The materials do not emphasize the students' engagement in the process of creating rather than the product that is created.

In Lessons 8 and 12, the materials include printable worksheet activities for developing art and fine motor skills. In both lessons, students cut, color, and glue printed materials to create animal masks and puppets. The materials do not include a variety of daily experiences through multiple mediums (dance, music, dramatic play, painting, sculpture, drawing, and other movement).



**8.4** Materials include technology applications.

- Materials provide opportunities to link technology into the classroom experience.
- Materials provide students the opportunity to explore and use various digital tools.
- Technology supports and enhances student learning as appropriate, as opposed to distracting from it, and includes appropriate teacher guidance.

## Partially Meets 2/4

The materials include some technology applications. The materials provide some opportunities to link technology into the classroom experience. The materials provide students some opportunities to explore and use various digital tools. The materials include some technology that supports and enhances student learning as appropriate, as opposed to distracting from it; however, materials do not include appropriate teacher guidance.

Evidence includes but is not limited to:

The materials provide an online curriculum, which contains videos, games, and a printable workbook for student engagement. The materials provide vocabulary cards for the words; computer, mobile phone with apps, iPad or tablet, projector, and printer. Additionally, there are suggestions for creating vocabulary cards and/or shapes in PowerPoint or taking a picture using a mobile phone. While there are some opportunities for students to learn about different types of technology or explore those technologies, they are not age-appropriate or hands-on.

The materials provide some opportunities to link technology into the classroom experience. In Lesson 1, students complete a guided reading activity, a memory and matching game, and an assessment. In Lesson 5, the materials include a digital read-aloud that provides students the opportunity to listen to and replay the story.

In Lesson 6, students have the opportunity to develop vocabulary skills using a digital read-aloud, a memory and matching game, and an online video.

In Lessons 10, 12, and 13, the materials include online videos, games, and printable workbook activities that use technology to support and enhance student learning. The online videos and games allow students to easily navigate, learn, and repeat as needed. The technology supports and enhances student learning as appropriate, as opposed to distracting from it; however, the materials do not include appropriate teacher guidance.

**9.1** Materials include developmentally appropriate diagnostic tools (e.g. formative and summative progress monitoring) and guidance for teachers and students to monitor progress.

- Materials include a variety of diagnostic tools that are developmentally appropriate (e.g., observational, anecdotal, formal).
- Materials provide guidance to ensure consistent and accurate administration of diagnostic tools.
- Materials include tools for students to track their own progress and growth.
- Materials include diagnostic tools to measure all content and process skills for prekindergarten, as outlined in the Texas Prekindergarten Guidelines.

## Does Not Meet 0/2

The materials do not include developmentally appropriate diagnostic tools (e.g., formative and summative progress monitoring) and guidance for teachers, students, and students to monitor progress. The materials do not include a variety of diagnostic tools that are developmentally appropriate (e.g., observational, anecdotal, formal). The materials do not provide guidance to ensure consistent and accurate administration of diagnostic tools. The materials do not include tools for students to track their own progress and growth. The materials do not include diagnostic tools to measure all content and process skills for prekindergarten, as outlined in the Texas Prekindergarten Guidelines.

Evidence includes but is not limited to:

The materials include an online curriculum with a grade book for the teacher to evaluate students' progress. Each lesson includes two formal evaluations to assess students' knowledge of the content presented throughout the lessons. Students use an online platform to access the evaluations. The materials do not include a variety of diagnostic tools that are developmentally appropriate.

The materials include an online grade book, which documents students' participation and scores from evaluations. For example, in Lesson 5, students take two formal evaluations; these include a score at the end of the assessment and are uploaded into the grade book for the teacher to review. While the materials do include a grade book and student score, there are no developmentally appropriate tools for students to track their own progress and growth.

The materials include a “Teacher Resource” account with a “Scope and Sequence” that includes all guideline domains. Each lesson includes two formal evaluations to assess students’ knowledge of the content presented throughout the lessons. For example, in Lesson 10, students match pictures to the correct vocabulary words. The materials do not include diagnostic tools to measure all content and process skills for Pre-K, as outlined in the Texas Prekindergarten Guidelines.

The Teacher’s Resource account includes training and implementation and technology resources. These resources provide teachers with a “Teacher’s Guide,” schedule, scope and sequence, intervention and differentiation strategies, teacher training, a guide for using learning apps, and a system navigation guide. While the materials do provide some guidance for accurate administration of diagnostic tools, the guidance is not consistent throughout the materials.

**9.2** Materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools.

- Materials support teachers with guidance and direction to respond to individual students' needs in all domains, based on measures of student progress appropriate to the developmental level.
- Diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation.
- Materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data.
- Materials provide guidance for administrators to support teachers in analyzing and responding to data.

## Does Not Meet 0/2

The materials do not include guidance for teachers and administrators to analyze and respond to data from diagnostic tools. The materials do not support teachers with guidance and direction to respond to individual students' needs in all domains, based on measures of student progress appropriate to the developmental level. The diagnostic tools do not yield meaningful information for teachers to use when planning instruction and differentiation. The materials do not provide a variety of resources or teacher guidance on how to leverage different activities to respond to student data. The materials do not provide guidance for administrators to support teachers in analyzing and responding to data.

Evidence includes but is not limited to:

The materials include a "Pre-K Intervention and Differentiation Strategies" guide under the "Implementation Resources" link. This guide includes teacher guidance on how to use activities to support Tier 1, Tier 2, and Tier 3 students. The Implementation Resources link includes suggestions for teachers on how to use the workbook, activities, poems, phonics, fine motor skills, games, and songs to support each of the three tiers of students. While the materials do provide teacher guidance on how to leverage different activities to respond to student data, the materials do not include a variety of resources.

The materials include a "Mastery" section for teachers to access a list of their students and the Texas benchmark competencies. Each competency is labeled with a colored bar to assist the

teacher in determining a student's mastery of the activity associated with the benchmark. While the materials do include diagnostic tools for teachers to use when planning instruction and differentiation, the materials do not include meaningful information for teachers throughout the curriculum. While the Mastery section allows teachers to view students' progress, and while the materials do include diagnostic tools, the materials do not support teachers with guidance and direction to respond to individual students' needs in all domains.

The materials do not provide guidance for administrators to support teachers in analyzing and responding to data.

**9.3** Materials include frequent, integrated opportunities.

- Materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress.
- Frequency of progress monitoring is appropriate for the age and content skill.

## Does Not Meet 0/2

The materials do not include frequent, integrated opportunities. The materials do not include routine and systematic progress monitoring opportunities that accurately measure and track student progress. The frequency of progress monitoring is not appropriate for the age or content skill.

Evidence includes but is not limited to:

The materials include an online curriculum with evaluations after each lesson for progress monitoring. For example, Lesson 2 includes two formal evaluations to assess students' vocabulary knowledge of geometric figures. Students listen to the vocabulary word and select the correct corresponding picture. The materials do not include frequent progress monitoring that is appropriate for the age or content skill.

In Lesson 5, the materials include two formal evaluations to assess students' vocabulary knowledge for the unit. Students match vocabulary words to the corresponding picture using an online platform. The materials do not include routine and systematic progress monitoring opportunities that accurately measure and track student progress.

**10.1** Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.

- Materials provide recommended targeted instruction and activities for students who struggle to master content.
- Materials provide recommended targeted instruction and activities for students who have mastered content.
- Materials provide additional enrichment activities for all levels of learners.

## Does Not Meet 0/2

The materials reviewed do not include consistent guidance, scaffolds, supports, or extensions throughout the lessons to maximize students' learning potential. The materials do not include recommended targeted instruction or activities for students who struggle to master the content or for students who have mastered the content. They do not provide additional enrichment activities that include all levels of learners.

Evidence includes but is not limited to:

The materials include videos, games, and activities with visual supports. For example, lessons include guided reading videos with highlighted vocabulary words, vocabulary words with picture support, memory games to teach critical thinking skills, and matching games to teach language skills using pictures. The materials do not provide additional enrichment activities for all levels of learners.

The materials include games and activities with visual supports. For example, Lesson 3 includes an online memory game to teach critical thinking skills with pictures for students to view on a computer. The materials do not provide recommended targeted instruction and activities for students who are struggling to master content.

The materials include guided reading videos with highlighted vocabulary words and pictures to support student learning of new vocabulary words. As an extension, in later lessons, materials include activities such as a matching game and a worksheet to practice the new vocabulary. The materials do not provide recommended targeted instruction and activities for students who have mastered the content.

**10.2** Materials provide a variety of instructional methods that appeal to a variety of learning interests and needs.

- Materials include a variety of instructional approaches to engage students in mastery of the content.
- Materials support developmentally appropriate instructional strategies.
- Materials support flexible grouping (e.g., whole, small, individual).
- Materials support multiple types of practices (e.g., guided, independent, collaborative) and provide guidance and structures to achieve effective implementation.

## Does Not Meet 0/2

The materials reviewed do not show a variety of instructional approaches for engaging students to master the content. The materials do not provide opportunities and recommendations for flexible grouping. The materials do not include guidance on multiple types of practice to achieve effective implementation. The materials do not show a consistent variety of instructional approaches for engaging students to master the content.

Evidence includes but is not limited to:

In Lesson 4, students make objects to develop science knowledge of movement. The lesson does not provide guidance on flexible grouping options or suggestions and does not include guidance on the types of practices to use for achieving effective implementation.

Lesson 7 includes a video about being healthy, a memory game, and two evaluations. These activities guide students in learning about being healthy, though the video does not provide hands-on opportunities for students to experience healthy living. The memory game is a playful way to practice healthy habits, as children play on the computer. While the materials provide a variety of activities for students to practice, these activities do not support developmentally appropriate instructional strategies.

In Lesson 8, there are 30 activities; only five of the activities are hands-on (two of the five are workbooks). These activities do not show a consistent variety of instructional approaches for engaging students to master the content. The activities do not support flexible grouping or multiple types of practice; they do not provide guidance for teachers to achieve effective implementation.



In Lesson 10, students create model sand forms; they mix sand and then investigate and discuss the relationship between plants and animals. This lesson incorporates a variety of different instructional approaches, but it does not provide for flexible grouping or multiple types of practices. These science-and-art lessons do include hands-on activity options that encourage student participation.

**10.3** Materials include supports for English Learners (EL) to meet grade-level learning expectations.

- Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency.
- Materials provide scaffolds for English Learners.
- Materials encourage strategic use of students' first language as a means to develop linguistic, affective, cognitive, and academic skills in English (e.g., to enhance vocabulary development).

## Does Not Meet 0/2

The materials do not include supports for English Learners (ELs) to meet grade-level learning expectations. The materials do not include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency. The materials do not provide scaffolds for ELs. The materials do not encourage the strategic use of students' first language as a means to develop linguistic, affective, cognitive, and academic skills in English (e.g., to enhance vocabulary development).

Evidence includes but is not limited to:

The materials include a content workbook, online videos, and activities to develop students' language and communication skills.

In Lesson 3, the materials include a workbook activity for students to identify objects and colors in Spanish as well as an online video that introduces the colors in English. After watching the online video, students create a "textured rainbow." The teacher is directed to ask the student, "Name each color of the rainbow." The materials do not provide scaffolds for ELs.

In Lesson 7, students complete an online math assessment in addition. The assessment is in Spanish and directs students to add up to five objects. The materials do not encourage the strategic use of students' first language as a means to develop linguistic, affective, cognitive, and academic skills in English (e.g., to enhance vocabulary development).

Lesson 10 includes an online video, matching and memory games, and a workbook activity to develop prekindergarten science content knowledge. The online video uses visuals and audio to introduce the Earth's surface. After this, students play an online matching and memory game to

develop the vocabulary introduced in the video. The materials do not include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency.

**11.1** Materials include year-long plans with practice and review opportunities that support instruction.

- Materials include a cohesive, year-long plan to build students' concept development and consider how to vertically align instruction that builds year to year.
- Materials provides review and practice of mathematical knowledge and skills throughout the span of the curriculum.

## Does Not Meet 0/2

The materials do not include year-long plans with practice and review opportunities that support instruction. The materials do not include a cohesive, year-long plan to build students' concept development. Materials do not consider how to vertically align instruction that builds year to year. The materials do not provide review and practice of knowledge and skills in all domains throughout the span of the curriculum.

Evidence includes but is not limited to:

The materials include an online curriculum with lessons that provide instruction through the use of songs, games, evaluations, and a printable workbook with activities. The materials do not include a cohesive, year-long plan to build students' concept development and do not consider how to vertically align instruction that builds year to year.

In Lessons 1, 4, and 5, the materials include science- and math-themed activities, using videos and songs to develop students' content knowledge. The materials do not provide review and practice of knowledge and skills in all domains throughout the span of the curriculum.

**11.2** Materials include implementation support for teachers and administrators.

- Materials are accompanied by a Texas Prekindergarten Guidelines-aligned scope and sequence outlining the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels.
- Materials include supports to help teachers implement the materials as intended.
- Materials include resources and guidance to help administrators support teachers in implementing the materials as intended.
- Materials include a school years' worth of prekindergarten instruction, including realistic pacing guidance and routines.

## Partially Meets 1/2

The materials include some implementation support for teachers and administrators. The materials are accompanied by scope and sequence aligned to the Texas Prekindergarten Guidelines, outlining the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels. The materials include some supports to help teachers implement the materials as intended. The materials do not include resources or guidance to help administrators support teachers in implementing the materials as intended. The materials include a school year's worth of prekindergarten instruction; however, they do not include realistic pacing guidance and routines.

Evidence includes but is not limited to:

The materials include a "Teacher Resource" tab that provides a scope and sequence aligned with the Texas Prekindergarten Guidelines. The scope and sequence include the order in which the essential knowledge and skills are taught, presented, and revisited. However, the scope and sequence do not include teacher guidance or support to understand the progression across the early childhood continuum, and it does not define how knowledge and skills build and connect across grade levels.

The materials include a quick start video, system navigation guide, list of topics, vocabulary, and system teacher training to support and help teachers implement the materials as intended. These can be found in the Teacher Resource tab.

The materials do not include resources and guidance to help administrators support teachers in implementing the materials as intended.

The materials include 18 themed lessons throughout the online curriculum to provide a school year's worth of Pre-K instruction. However, the materials do not include a pacing guide or routines for instruction.

**11.3** Materials provide implementation guidance to meet variability in programmatic design and scheduling considerations.

- Materials provide guidance for strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression.
- Materials are designed in a way that allow LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.

## Partially Meets 1/2

The materials provide some implementation guidance to meet variability in programmatic design and scheduling considerations. The materials provide some guidance for strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression. The materials are somewhat designed in a way that allows LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.

Evidence includes but is not limited to:

In the “Teacher Resource” section of the curriculum, the materials include some recommendations for introducing and teaching skills and content in a progression that follows the learning continuum.

In this section, the materials include a daily schedule that can be used for half- or full-day prekindergarten programs. The “Scope and Sequence” document contains a schedule with lessons and activities for each component of the daily schedule. The materials are somewhat designed in a way that allows LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.

**11.4** Materials provide guidance on fostering connections between home and school.

- Materials support development of strong relationships between teachers and families.
- Materials specify activities for use at home to support students' learning and development.

## Does Not Meet 0/2

The materials do not provide guidance on fostering connections between home and school. The materials do not support the development of strong relationships between teachers and families. The materials do not specify activities for use at home to support students' learning and development.

Evidence includes but is not limited to:

The materials include an online curriculum with videos, songs, games, evaluations, and a printable workbook with activities. Across the materials, the printable worksheets include an embedded house icon; however, there is no guidance or instruction for how to use these materials. The materials do not specify activities for use at home to support students' learning and development.

The materials do not support the development of strong relationships between teachers and families.



**11.5** The visual design of student and teacher materials (whether in print or digital) is neither distracting nor chaotic.

- Materials include appropriate use of white space and design that supports and does not distract from student learning.
- Pictures and graphics are supportive of student learning and engagement without being visually distracting.

## Does Not Meet 0/2

The visual design of student and teacher materials is distracting and chaotic. The materials do not include appropriate use of white space and design that supports and does not distract from student learning. The pictures and graphics are not supportive of student learning and engagement; they are visually distracting.

Evidence includes but is not limited to:

In each lesson, the materials include a video, song, games, evaluations, and printable worksheets to support student learning and engagement. The materials do not include appropriate use of white space and design that supports and does not distract from student learning. The pictures and graphics are not supportive of student learning and engagement without being visually distracting.