

# Kaplan

## English and Spanish Prekindergarten Program Summary

### Section 1. Texas Prekindergarten Guidelines Alignment

- [Proclamation 2021 List of Instructional Materials Adopted by State Board of Education](#)

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

### Section 2. Integration of Content and Skills

- English materials include specific, intentional, and purposeful cross-curricular connections integrated in an authentic way to support students' unified experience throughout the day.
- Spanish materials include specific, intentional, and purposeful cross-curricular connections integrated in an authentic way to support students' unified experience throughout the day.
- English materials utilize high-quality texts as a core component of content and skill integration and support developmentally appropriate practice across all content domains.
- Spanish materials utilize some high-quality Spanish texts that are predominantly direct translations as part of content and skill integration and support developmentally appropriate practice across all content domains.
- English materials fit within a developmentally appropriate programmatic structure and include detailed guidance that supports the teacher's delivery of instruction; materials do not state whether the instruction is for three- or four-year-old children.

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- Spanish materials do fit within a developmentally appropriate programmatic structure and include detailed guidance that supports the teacher’s delivery of instruction; materials do not state whether the instruction is for three- or four-year-old children.
- English materials are supported by child development research within and across all domains.
- Spanish materials are supported by child development research within and across all domains.

### Section 3. Health and Wellness Associated Domains

- English materials include direct social skill instruction and explicit teaching of skills. Students repeatedly practice social skills throughout the day.
- English materials include some guidance for teachers on classroom arrangements that promote positive social interactions.
- English materials include some activities to develop physical skills, fine motor skills, and safe and healthy habits.
- The evidence from the English materials in this section’s indicator-level reports can be verified in full within the translated Spanish materials.

### Section 4. Language and Communication Domain

- English materials provide guidance on developing students’ listening and speaking skills as well as expanding student vocabulary.
- Spanish materials provide guidance on developing students’ listening and speaking skills as well as expanding student vocabulary. The materials do not provide opportunities for students to develop vocabulary in a second language building from another language.
- English materials include strategies for supporting English Learners (ELs) in their development of English language skills and developmentally appropriate content knowledge.
- Spanish materials include some strategies for supporting students’ biliteracy development.

### Section 5. Emergent Literacy: Reading Domain

- English materials provide opportunities for students to develop oral language skills, including through authentic text conversations.
- Spanish materials provide opportunities for students to develop oral language skills, including through authentic text conversations.
- English materials provide instruction and opportunities for student practice in phonological awareness skills, alphabetic knowledge skills, and print knowledge and concepts. Materials do not always consider phonological awareness skill development specific to the Spanish language.

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- Spanish materials provide some instruction and opportunities for student practice in phonological awareness skills and alphabetic knowledge skills and sufficient instruction and opportunities for student practice in print knowledge and concepts.
- English materials include a variety of text types and genres across contents that are high quality and at an appropriate level of complexity; materials provide some guidance to teachers to develop student comprehension of texts.
- Spanish materials include some text types and genres across contents that are high quality and at an appropriate level of complexity; materials provide some guidance to teachers to develop student comprehension of texts. Materials support the teacher in scaffolding questions for students at a variety of language proficiency levels.
- English materials include a variety of strategies to support ELs with their reading skills and guide teachers to use the child's primary language as a means to support learning English.
- Spanish materials include few strategies to support ELs with their reading skills, provide some opportunities for students to make cross-linguistic connections, and do not provide guidance for the teacher to leverage the student's knowledge of literacy in each language as an asset.

### Section 6. Emergent Literacy: Writing Domain

- English materials include a variety of experiences through which students can engage with writing, and teachers instruct students along the developmental stages of writing.
- English materials provide support for fine motor development alongside and through writing.
- The evidence from the English materials in this section's indicator-level reports can be verified in full within the translated Spanish materials.

### Section 7. Mathematics Domain

- English materials follow a logical, mathematical continuum of concrete, pictorial, then abstract representations.
- English materials promote instruction that builds on students' informal knowledge about mathematics.
- English materials intentionally develop young children's ability to problem solve, use number sense, and build academic math vocabulary.
- The evidence from the English materials in this section's indicator-level reports can be verified in full within the translated Spanish materials.

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

- English materials build science knowledge through inquiry-based instruction and exploration of the natural world.
- English materials build some social studies knowledge through the study of culture and community.

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- English materials expose children to fine arts through exploration.
- English materials provide opportunities to link technology into the classroom experience and allow students to explore and use various digital tools.
- The evidence from the English materials in this section’s indicator-level reports can be verified in full within the translated Spanish materials.

### Section 9. Progress Monitoring

- English materials include developmentally appropriate diagnostic tools and guidance for teachers and students; materials include minimal guidance for students to track their own progress and growth.
- Spanish materials include developmentally appropriate diagnostic tools and guidance for teachers and students; materials include minimal guidance for students to track their own progress and growth.
- English materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools.
- Spanish materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools.
- English materials include frequent and integrated progress monitoring opportunities.
- Spanish materials include frequent embedded progress monitoring opportunities.

### Section 10. Supports for All Learners

- English materials include guidance, scaffolds, supports, and extensions intended to maximize student learning potential.
- Spanish materials include guidances, scaffolds, supports, and extensions intended to maximize student learning potential, except these are limited for students who have not met mastery level.
- English materials provide a variety of instructional methods that appeal to different student learning interests and needs.
- Spanish materials provide a variety of instructional methods that appeal to different student learning interests and needs.
- English materials include accommodations for linguistics commensurate with various levels of English language proficiency.
- Spanish materials do not include accommodations for linguistics commensurate with various levels of English language proficiency. Materials infrequently utilize students’ primary language as a means to develop linguistic, affective, cognitive, and academic skills in the target language.

### Section 11. Implementation

- English materials include a year-long plan with practice and review opportunities that support instruction.

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- English materials include implementation support for teachers and administrators; implementation guidance meets variability in programmatic design and scheduling considerations.
- English materials include a Texas Prekindergarten Guidelines-aligned scope and sequence.
- English materials provide guidance on fostering connections between home and school.
- The visual design of student and teacher materials in English is neither distracting nor chaotic.
- The evidence from the English materials in this section’s indicator-level reports can be verified in full within the translated Spanish materials.

### Section 12. Bilingual Program Model Considerations (Spanish materials only)

- Spanish materials provide some guidance on bilingual program models in general.
- Spanish materials do not support teachers in understanding the connection between content presented in English and Spanish, nor do they provide guidance for teachers on how to help students understand this connection.
- Spanish materials do not provide quality transadaptations or translations for student or teacher materials and are limited in their representation of the cultural and linguistic diversity of the Spanish language and Hispanic culture.

### Additional Information: Technology, Cost, Professional Learning, and Additional Language Supports (Spanish materials)

- The publisher submitted the technology, cost, and professional learning support worksheets for their English and Spanish materials.

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**2.1** Materials are cross-curricular and integrated in an authentic way to support students’ unified experience throughout the day and/or unit<sup>1</sup>.

- 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.

<b>2.1 Materials &amp; Score</b>	<b>2.1 Rationale</b>
<b>2.1 English IM Meets 4/4</b>	The materials include full lessons that are cross-curricular and integrated in authentic ways to support students’ unified experience throughout the day. Throughout the units, the materials name which domains are purposefully developed or reinforced in each learning activity.
<b>2.1 Spanish IM Meets 4/4</b>	The 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. Materials are purposefully cross-curricular and integrated in an authentic way to support students’ unified experience throughout the day and unit.

### English Evidence 2.1

Evidence includes but is not limited to:

In the “Teacher’s Handbook,” under the section titled “The Value of an Interdisciplinary Curriculum,” the materials provide information about how multiple domains are integrated throughout all lessons. This section outlines how thinking processes such as communicating and representing, cooperating, observation, and using tools strategically are utilized as approaches to teach domain-specific content across different lessons in a consistent way. The Teacher’s Handbook describes the “Conceptual Framework” of the curriculum. This outlines information, including the chart identifying the focus of instruction for each unit with the theme and activity. A table aligns the thinking process included in each unit, including descriptions. A section describes each learning domain (e.g., “Learning through Math”) in detail, providing information about how learning occurs developmentally throughout the curriculum and how content builds on each lesson. The materials name which domains are purposefully developed or reinforced in

<sup>1</sup> “and/or unit” included in the Spanish Prekindergarten rubric only.

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each learning activity. The online portal contains the “Correlations” section as a menu option at the top of the page. This link provides explicit connections to the Texas Prekindergarten Guidelines for each lesson or activity throughout the curriculum.

In Unit 1, the materials provide lessons that integrate across domains. For example, the lessons integrate “Social and Emotional Development,” “Language and Communication,” and “Emerging Literacy.” The read-aloud *Otto Goes to School* relates to the students’ experience about the first day of school and discusses their excitement or anxiety. This relates to self-awareness and the feelings of others in social and emotional development. It addresses language and communication: Students demonstrate an understanding of language and respond appropriately by showing thumbs-up or thumbs-down when asked if they like the book, if they like apples, and if they like other things. The lesson also incorporates emerging literacy writing by modeling writing. The teacher uses chart paper to list the things Otto learns in school and relates it to the students’ experience. These activities are cross-curricular and integrated in authentic ways to support students’ unified experiences throughout the day.

In Unit 4, the small group lesson “Sorting and Resorting Our Collections” integrates math with literacy and writing. The small group is an extension of a whole group activity that introduced the concept of collections with buttons; students sorted different types. In the small group lesson, the teacher asks the students to think of some attributes that some buttons might have, and some might not, such as a specific color. As the students name colors, the teacher asks them to help write each color they suggest on a sticky note. The teacher stretches the word (e.g., “grrrrreeeeeeennnn”) to help students hear the sounds as they write. Depending on the length of the word, the teacher uses the “C4L” scaffolded writing technique. After all the attributes are written down, the students and the teacher read all the sticky notes together. The “Fast Focus” lesson lists the following Prekindergarten Guidelines at the beginning of the lesson “The Letter Jj,”: “II.C.3.c. Child demonstrates growing understanding of the sounds of language. III.B.7.a. Child can produce a word that begins with the same sound as a given pair of words.” The teacher uses Lily Letter to teach the letter *Jj*, and students name different words that start with the /j/ sound. The students engage in total physical response by air-writing the letter. These activities are cross-curricular and integrated in authentic ways to support students; the materials name which domains are developed and reinforced in each learning activity.

In Unit 6’s “Connect” section, the lesson “Choose a Favorite Science Book” is about a common theme to support students’ abilities to build background knowledge of all they have learned throughout the year; students make connections and explore new concepts such as creating a new type of graph. The lesson focuses on making graphs using science books that have been read throughout the school year. The teacher emphasizes the fact that they have learned so much and are ready for kindergarten, thanks to all the things they have learned with science. The students vote on four books, and the teacher uses those results to create a graph as a group. The graph is used as a reference the following week for the science read-alouds that the

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class will be reading. The material lists the Prekindergarten Guidelines at the beginning of the lesson “High-Low Card Game”: “V.B.1.b. Child creates pictorial models for adding up to 5 objects.” The teacher provides dot cards that range from one to ten and separates the students into pairs. The students play with each other by flipping one card from each of their piles and adding them up. Then, they compare their numbers with their partner. The one with the highest number wins that round and gets their partner’s card; whoever has the most cards at the end of the game wins. Students create pictorial models adding up to five, which connects to the guideline. The materials name which domains are purposefully developed or reinforced in each learning activity; they are cross-curricular in an authentic way to support students.

### Spanish Evidence 2.1

Evidence includes but is not limited to:

“Correlaciones” in the Teacher’s Portal provides a list of each domain and clearly identifies where each skill is developed within activities in the lesson. For example, the first domain says, “Dominio de desarrollo social y emocional (1.A1a) El niño es consciente de dónde está su cuerpo en el espacio,” and it indicates exactly where this domain/skill and student outcome is addressed in a specific unit, lesson, and activity: “Unidad 1, Conexión: ¿Cuántos hay aquí hoy?, Semana 1, Día 1, Párrafos 1-5.” This section of the online portal provides teachers with a friendly document to find content-building information about the domains being taught or reinforced and how multiple domains are integrated and connected. However, the product does not make reference to the Prekindergarten Guidelines in the Spanish materials, thus making it difficult to know which domains and guidelines are being addressed in the units and lessons.

The materials engage students in related but varied experiences across multiple activities in each unit. The six units develop the themes that are present throughout all the units in the materials and consistently provide cross-curricular connections to create a unified experience for students. The “Centers” section of the unit applies the theme to all centers and creates a unified experience for students. For example, in Unit 2, Nuestro Medio Ambiente, the materials focus on “Nuestro Entorno” and provide teachers with guidance on how to develop the concept of where we live. The centers focus on a coral reef, “el enfoque se traslada a un entorno más intrigante: el arrecife de coral. Las lecciones y los libros proporcionados respaldan este enfoque; sin embargo, si desea estudiar otro entorno natural, siéntase libre de hacerlo.” The book selection is around this topic, and students can make art, write, and complete vocabulary building activities.

In Unit 5, the gardening theme “Cultivando la huerta” provides lessons that integrate multiple developmental domains. A science and literacy activity follows a read-aloud of *A Bean’s Life Cycle* by Mary R. Dunn. The teacher shows the students pictures of the bean life cycle cards and talks about the parts of the bean at different stages. For instance, “Pídales a los niños que



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describan los pasos del ciclo de vida del frijol. Asegúrese de destacar la naturaleza cíclica del ciclo de vida.” The lesson supports development in emergent literacy and science domains as students retell the story and appropriately sequence their ideas. Later in Unit 5, the theme includes math skills when students create a mural of a vegetable garden by learning about the longitude of different plants like “zinnias.” The script says, “Use la cinta métrica para medir esa longitud y muestre cómo buscar el número que corresponde a la altura de las zinnias.” The plant theme is also integrated into centers supporting the fine arts domain when the teacher instructs students to draw their favorite flower and gives books as visual aids.

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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.
- Texts include a mixture of translated materials and those originally written in Spanish (Spanish only).
- Texts include content that is culturally relevant and diverse (Spanish only).

<b>2.2 Materials &amp; Score</b>	<b>2.2 Rationale</b>
<b>2.2 English IM Meets 4/4</b>	The materials utilize high-quality texts as a core component of content and skill integration. They are strategically chosen to support content and skill development in multiple domains.
<b>2.2 Spanish IM Partially Meets 2/4</b>	The materials utilize some high-quality Spanish texts as part of the content and skill integration that have been strategically chosen; however, they include limited Spanish titles that are predominantly direct translations.

### English Evidence 2.2

Evidence includes but is not limited to:

In Unit 1, the text *Otto Goes to School* (fiction, descriptive) extends learning in other areas. This book describes Otto’s experiences and feelings about the first day of school. This text is foundational to learning that is applicable in the social and emotional skill development; content extends to art, as students create self-portraits to continue learning about self-awareness in the “Art” center activity. The texts are strategically chosen to support content and skill development in multiple domains.

In Unit 2, the text *Is Your Mama a Llama?* by Deborah Guarino is a fictional text in which a llama is searching for its mother. This text serves as a foundation to support content and skill development in multiple domains. Before reading, the teacher introduces the text by pointing to the front cover, reading the title, and explaining that the animal on the cover is a llama. The teacher tells the students that the book is filled with rhyming words, instructs the students to listen for rhyming words, and says that the rhyming words can help them make guesses about words in the book. The teacher engages the students in interactive writing; students help create

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a rhyming book to be displayed in the “Book Nook.” The teacher places a recording of *Is Your Mama a Llama?* in the “Listening Center.”

In Unit 4, the material provides the text *Dinosaur Armor* by Susan H. Gray; it is relevant to the unit project about dinosaurs. The text is an illustrated science nonfiction book that focuses on the different types of armor that dinosaurs had and their importance. It gives information on different dinosaurs and how they used their particular armor. The material uses the text in more than one lesson, including in a whole group lesson, in small group lessons, and in the Art Center. It is used to teach literacy skills, such as print awareness, and science skills, such as properties of materials. The text supports the theme and extends the learning in more than one curricular area. The texts are strategically chosen to support content and skill development in multiple domains.

In Unit 5, the text *The Ugly Vegetables* provides a foundation for integrating skills across content. *Growing Vegetable Soup* is an age-appropriate book that describes gardening. This read-aloud reinforces emergent literacy; lessons include information about learning sequencing, the life cycle, and the ways humans use common objects. Later in the unit, students grow beans and radishes in class. In this same unit, *Munching and Crunching the ABCs* is an informational text that features vibrant photos of vegetables and fruits arranged alphabetically and featured with the corresponding letter of the alphabet. The teacher explains that he/she is going to read an alphabet informational book that will teach the class about types of fruits and vegetables. The teacher reminds the students that information books are different from stories because they teach us something about our world and because we don't have to read them from cover to cover. We can read the parts we want to. The teacher links the book to other alphabet books that have been shared with the class and tells the students that the book is organized like the alphabet. The teacher places this text in the Art center, and students make their own alphabet book pages filled with fruits and vegetables that begin with letters of their name or the alphabet. This book is used to teach science; it provides a list of healthy foods that the teacher uses to make connections to the fruit and vegetables that students like to eat. The text also reinforces letter recognition skills since the fruits and vegetables are arranged in alphabetical order on corresponding letter pages; teachers also teach concepts of print by using the index to find which fruit or vegetable the students want to read about. The texts are strategically chosen to support content and skill development in multiple domains.

In Unit 6, the text *Kindergarten Rocks* by Katie Davis is a nonfiction story about a boy who is nervous about going to kindergarten, but his sister gives him advice and calms him down. The book goes over scenarios and solutions to do with going to kindergarten. The teacher reads the book during the whole group and small group lessons. The book is used to teach literacy skills. For example, students complete the sentence stems “In kindergarten, I want to...” and “I’m excited to... in kindergarten.” The book also teaches social and emotional skills; students identify emotions like being scared, excited, or nervous. The text supports the theme and

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extends the learning in more than one curricular area. The texts are strategically chosen to support content and skill development in multiple domains.

### Spanish Evidence 2.2

Evidence includes but is not limited to:

The materials include a book list of 20 Spanish titles that are used to support the development of multiple content areas and skills. This book list includes mostly non-fiction and two fiction fairy tale titles in Spanish, with the other titles being in English. In Unit 2, “Nuestro medio ambiente,” literacy center, “Rincón de la lectura,” students can select a book to complete the felt board activity (“Tablero de fieltro y cuentos”) to retell the story of Goldilocks and the Three Bears from Unit 1. The children participate in acting out the main events of the story using felt pieces and felt boards provided in the “Goldilocks and the Three Bears del Kit de preescolar C4L”.

In Unit 4, the students are exposed to different fairy tales such as *The Knight and the Dragon* by Tomie dePaola and *On Monday When It Rained* by Cheryl Kachenmeister as they develop retelling skills; however, these titles are in English and not available in Spanish. In the literacy center, “Rincón de la lectura,” students can select the retelling activity “Volver a contar las historias” to practice retelling with felt boards by reenacting the story or record themselves retelling the story.

The materials provide texts that are directly translated into Spanish that have errors with no authentic Spanish titles. The nonfiction text “Nuestros sentidos” is a poor quality translation of the book *Our Senses* with mistakes in the translation. Errors in translation include the use of the word “huelemos” in the sentence, “Vemos, hueleamos, escuchamos, saboreamos y tocamos con nuestros sentidos.” The word “huelemos” should be “olemos,” but the translation was conjugated incorrectly.

The materials include evidence of just two books that are culturally relevant and diverse; however, both titles are in English and not in Spanish. For example, in Unit 5, the read-aloud title “The Tortilla Factory” by Gary Paulsen is used as an informational text to provide a how-to guide for making tortillas. Science concepts of a life cycle are also integrated into this lesson, and math is reinforced through ordinal numbers. The Unit 6 read-aloud *Sonia Sotomayor, A Judge Grows In the Bronx* by Jonah Winter is a biography of Judge Sotomayor and how she rose from a childhood of poverty and prejudice to become the first Latino to be nominated to the US Supreme Court. Though these examples show evidence of culturally relevant literature, it is not evident throughout all units.

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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.

<b>2.3 Materials &amp; Score</b>	<b>2.3 Rationale</b>
<b>2.3 English IM Meets 4/4</b>	The materials include full lessons and support developmentally appropriate practice across all content domains. Throughout the units, the materials include a variety of opportunities for purposeful play that promotes student choice. They provide guidance to teachers on how to connect all domains to play. They provide guidance to teachers on how to set up and facilitate activities to meet, reinforce, or practice learning objects. Materials have an intentional balance of direct (explicit) instruction and student choice in purposefully planned learning centers.
<b>2.3 Spanish IM Meets 4/4</b>	The materials include lessons and support developmentally appropriate practice across all content domains. Throughout the units, the materials include a variety of opportunities for purposeful play that promotes student choice. They provide guidance to teachers on how to connect all domains to play. They provide guidance to teachers on how to set up and facilitate activities to meet, reinforce, or practice learning objects. Materials have an intentional balance of direct (explicit) instruction and student choice in purposefully planned learning centers.

### English Evidence 2.3

Evidence includes but is not limited to:

Throughout all units, the “Teacher’s Handbook” provides general guidance for organizing materials and routine activities to promote learning across all units. The Handbook offers the teacher a daily schedule that includes “Outdoor Exploration.” This is a time during the day that is separate from set-apart learning areas; students have opportunities to engage in free play

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while exploring outside. In the Teacher Handbook, materials emphasize the importance of play in the section “The Value of Play and Developmentally Appropriate Practices.” In this section, they provide the rationale, the importance, the benefits of play integrated with content teaching. The material states: “High-quality instruction in math and high-quality child-directed play needn’t compete for time in your classroom: doing both enriches each of them.” The materials provide guidance to teachers on how to connect all domains to play. The Handbook provides the teacher guidance on how to implement each lesson, including specifying whether it is whole group or small group. The material also guides the teacher on the best times to do certain lessons in the school day. For example, the material states: “It’s typical to have the Welcome and Read-Aloud shortly after all the children have arrived. Likewise, it may be best to facilitate Small Group learning during center time.” The materials provide guidance to teachers on setting up and facilitating activities to meet, reinforce, or practice learning objectives and provide opportunities for students to engage in choice and free play during arrival, learning centers, outdoor exploration, and free choice centers.

In Unit 2, during the read-aloud of *Big Trees*, students explore the environment and its different features. Following the read-aloud, during a small group activity, students identify shapes in their environment. The shape-match game encourages students to match congruent shapes; teachers place a shape collection in the “Games and Puzzles” center to reinforce learning. Students manipulate and feel different contours of shapes and then name and match them. Students play a shape-hunt game, where they hide shapes for other students to find. The “Big Trees” activity in the “Dramatic Play” center has students recreate the book, using props for the tree to simulate the setting. Students act out their favorite animals and sounds. The teacher makes visuals, such as necklaces, to identify the roles the students play. The material provides play opportunities in learning centers such as in the Dramatic Play, “Construction,” “Exploration,” and “Science” centers. These centers broaden and deepen students’ knowledge through play. The learning centers also have designated time where students have a choice in what center they would like to work in. These activities support developmentally appropriate practice across all content domains. The activities in this unit provide a variety of opportunities for students to engage in play.

In Unit 4, the materials facilitate the use of playful activities. The *Dinosaur Exploration* read-aloud promotes learning about dinosaurs during small groups; students act like the dinosaur. Later in the lesson, the students play a game and pretend to be dinosaurs as they hunt for food outside. The teacher incorporates dinosaur dances and songs throughout the day as a way to reinforce the content and provide a variety of opportunities for students to engage in play. The materials provide activities in learning centers that integrate different domains in different centers to engage in play. These centers include a “Library” that integrates reading, a “Math” center that integrates math, and a Dramatic Play center that integrates language development. Other centers include “Science Exploration,” which integrates science, a “Writing

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center,” which integrates print awareness and writing expression, and the “ABC” center, which integrates letter knowledge.

In Unit 6, the materials use play to reinforce counting readiness using nonverbal and verbal means. “Shape Counting Jump” is a short, 5- to 10-minute lesson embedded during the day to reinforce the lesson on counting and shapes; it includes gross motor movement to promote engagement. The Shape Counting Jump game provides students a playful and active approach to counting; students are viewing a shape, naming the attributes of shapes (number of sides), and then jumping based on the number of sides on that shape. These activities provide a variety of opportunities for students to engage in play. The materials provide guidance that helps the teacher prepare for the lesson. For example, Shape Counting Jump includes a section titled “Ahead of Time.” This box indicates what items to bring to prepare for the lesson: large versions of a rhombus and trapezoid and a shape mat.

### Spanish Evidence 2.3

Evidence includes but is not limited to:

The Principal’s Manual includes research-based information that supports the teacher’s understanding of the importance of play as a foundation for learning across all domain areas. The manual states: “Play also supports literacy and social-emotional development in a variety of ways (*Roskos et al., 2010; Lindsey and Colwell, 2013*). At the same time, math and literacy instruction increase the quality of young children’s play. One study demonstrates that children in classrooms with a stronger emphasis on literacy or math are more likely to engage in higher quality sociodramatic play (*Aydogan et al., 2005*), allowing new ideas to energize high level play.”

The materials provide activities for each unit that incorporate purposeful play with multiple opportunities to practice new skills in a variety of ways and different settings. For example, in Unit 1, the curriculum explains how the “Centro de arte” provides a creative outlet for children to explore and discover new ways to express themselves as they explore the materials freely. The “Centro de arte” can also attend directly to the learning objectives of the unit because children can express and support their knowledge through art. Students can create a collage using materials and textures to explore the sense of touch and describe the different textures and how they feel. Students practice vocabulary such as “rough, smooth, bumpy, and ridged.” Practice of social-emotional skills, such as cooperation and collaboration, is integrated throughout all centers. In the construction center, “Zona de construcción,” students can increase their spatial awareness. Here students informally explore physical science concepts by planning and creating buildings and towers. This center also connects math and imagination with science and social studies. It is a place where students can work together to plan, design,

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and build the world around them. These recommended activities and materials provide flexible paths and opportunities for children to broaden and deepen their knowledge through play.

The Teacher Manual, “Manual del maestro,” guides the teacher on how to develop centers and incorporates materials that have been used in the previous and current units. The material provides recommended activities for children to broaden and deepen their knowledge through play. Teachers use these activities within each learning center, allowing for exploration and practice of new skills across domains. In Unit 2, Semana 1, Día 1, during a geometry lesson during a “Grupo pequeño-Coincidencia de formas,” the children are engaged in learning to match shapes beyond the usual approach of matching only a single pair of sides by matching entire figures. Doing so involves finding congruent shapes that are the same size and shape. Students can go to the center “Juegos y rompecabezas” to complete shape matching. The students are also challenged to “spy” the shapes around the classroom and look for objects with the shape of a circle, square, triangle, and rectangle. Students can also use various materials, such as straws used as sides, and discuss the number and lengths of straws they need to make various shapes. At the end of Unit 1, the students have the opportunity to “build” a coral reef as a culminating project using different forms to create a 2D and 3D coral reef. Students have a myriad of opportunities to practice geometric shapes in different settings and with designed activities for playful exploration in a variety of ways.

In the “Centros educativos” section of Unit 5, the center activities are designed around the thematic unit “Cultivando nuestro jardín.” Teachers are provided guidance on how to set up and offer various activities for each learning center. For instance, students can draw their favorite plants in the art center. In the block center, students can create a farm to market using the blocks. The teachers are provided a list of materials for this activity and instructed to have children create roads from the farm to the market using the provided blocks. Once the roads have been built, the students use their figurines and toy trucks to pretend they are taking materials from the farm to the market. Students have the opportunity to move on to another center activity or continue playing until the time is up. There is also a “Nota” section where teachers are given tips to take pictures or save samples of student work for use in the last unit of the curriculum.



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**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 and student populations<sup>2</sup>.
- Materials provide differentiated use recommendations for half day and full day prekindergarten programs.

<b>2.4 Materials &amp; Score</b>	<b>2.4 Rationale</b>
<b>2.4 English IM Partially Meets 2/4</b>	The materials do fit within a developmentally appropriate programmatic structure, but they do not specify whether they are for three- or four-year-old children. The materials do provide differentiated use recommendations for half-day and full-day prekindergarten programs. Throughout the units, the materials include full lessons and a variety of options that clearly differentiate instruction for the level of development.
<b>2.4 Spanish IM Partially Meets 2/4</b>	The materials do fit within a developmentally appropriate programmatic structure, but they do not specify whether they are for three- or four-year-old children. The materials do provide differentiated use recommendations for half-day and full-day prekindergarten programs. Throughout the units, the materials include full lessons and a variety of options that clearly differentiate instruction for the level of development.

### English Evidence 2.4

Evidence includes but is not limited to:

In the “Teacher Handbook,” the material indicates that the research and curriculum are based on effective practices for a pre-K classroom, yet age appropriateness is never specified. The materials do provide general approaches for differentiation based on a developmental sequence of skills targeted for four-year-olds. In the teacher handbook, the materials provide two different schedule suggestions: One schedule is for a half-day program, and the other schedule is for a full-day program. Both schedules have the same whole group sections; they are different in some of the daily activities. The half-day sample schedule shown in the Teacher’s

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<sup>2</sup> “and student populations” included in the Spanish Prekindergarten rubric only.

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Handbook (p. 32) does not include lunch or nap/rest; small group time is cut down to 45 minutes (from 60 minutes in the full-day schedule); indoor or outdoor free play is reduced from 90 minutes to 50 minutes. The materials provide differentiated use recommendations for half-day and full-day pre-K programs. The Teacher Handbook states that the curriculum uses learning trajectories to help teachers understand what pre-K students know and do not know and to help students build on their existing strengths. The curriculum is designed to support students' cognitive development within each domain and topic. The lessons and activities offered are developmentally appropriate and effective and include a variety of options that clearly differentiate instruction for the level of development.

In Unit 2, the small group lesson "Squirrels" offers embedded scaffolded suggestions. The teacher starts the lesson by inquiring about students' prior knowledge with a thumbs-up or thumbs-down survey. The students then engage in a "Think, Pair, Share" with a partner about their knowledge and prior experiences with squirrels. The teacher does a checkpoint to quickly assess if the students are responding appropriately. Materials then give scaffolded suggestions for students who need more support and for students who need more challenge at the end of the lesson. The materials include a variety of options that clearly differentiate instruction for students' level of development.

In Unit 3, the materials address skills appropriate for four-year-olds. For example, in the "Connect" activity, "Is My Arm Longer?" students explore size and measurement by comparing the length of their arm with the length of other items in their classrooms. The teacher provides them with a piece of yarn to use as a measuring device. For support, the teacher verbally models, saying, "I think this book will be shorter than my arm...." This physical science skill is associated with exploring properties and attributes of different items, including using simple measuring devices to learn about objects, as identified in the Prekindergarten Guidelines. Another lesson addresses geometry and spatial sense skills for four-year-olds. For example, in the small group activity "Making Triangles," the teacher provides students with various art materials and invites them to make triangles and other shapes. The teacher supports the students by repeating sequential terms or pairing students to help scaffold support. Creating shapes is an outcome identified for four-year-olds. These activities clearly differentiate instruction based on the level of development.

In Unit 6, the materials include activities appropriate for four-year-olds. For example, in the Connect activity, "Choose a Favorite Science Book," the students have an opportunity to vote on the books that they like the most and would like to read again. The teacher makes a graph to represent the data and then compares the numbers and counts the blocks on the graphs to discuss data. Engaging the students in voting activities to make a group decision is a citizenship skill identified in the Prekindergarten Guidelines within the "Social Studies" domain. In the small group activity "Pattern-Block Picture Puzzles," the students solve pattern-block puzzles. To differentiate, the teacher provides easier puzzles or tracing for support and scaffolds support by

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providing suggestions. This geometric and spatial sense skill activity demonstrates differentiated instruction based on the level of development.

### Spanish Evidence 2.4

Evidence includes but is not limited to:

The teacher manual, “Manual del Maestro,” provides research-based guidance on the various aspects of the curriculum, and it is based on effective learning practices; however, there is no specific evidence that the lessons and activities are designed for three-year-old children or four-year-old children. In the Principal’s Manual, it states the curriculum uses learning trajectories to help explain what prekindergarteners know and don’t know and to help them build on their existing strengths. The curriculum is designed to support children’s cognitive development within each major domain and topic, allowing teachers to provide lessons and activities that are developmentally appropriate and effective for early childhood.

Though the materials do not indicate whether they are intended for three- or four-year-old children, it does include built-in differentiation for certain lessons. For example, in Unit 2, Nuestro Medio Ambiente, during the small group lesson “Búsqueda del tesoro al aire libre,” the teacher splits students up into small groups and gives instructions for their outdoor treasure hunt. The students work together to find items on their list. The teacher is guided to check on students to ensure that they are communicating. If a child is not meeting the expectations, the teacher is prompted to have an individual conference with the student. If the student needs more support, the teacher can provide vocabulary words as they find their treasures. If the student needs to be challenged, the teacher can provide hints for the student to guess the item she/he is referring to. These built-in scaffolds are geared towards providing differentiated instruction based on the students’ developmental level.

The teacher handbook, Manual para maestros, identifies the materials and lessons that work best with a half-day program or a full-day program. Included are recommendations for a full-day schedule with activities led through direct instruction, child-led choice, and learning centers. This recommendation allots more time for child-led than teacher-led activities. The sample schedules of full-day and half-day instruction show in general terms how the day is organized with time, time of day, and description. In the schedule, there is more student-center time than teacher-center time. For example, the schedule provides free play time in the morning (15 min), learning centers (60 min), outdoor exploration (35 min), lunch, nap and rest, indoor or outdoor time (60 min), and project time (40 min). This schedule provides more or less a 70% time child-led choice and 30% time teacher-led activities.

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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 (Spanish only).

<b>2.5 Materials &amp; Score</b>	<b>2.5 Rationale</b>
<b>2.5 English IM Meets 4/4</b>	The materials include detailed guidance that supports the teacher’s delivery of instruction. Throughout the units, the materials provide teachers with explicit instructional strategies for teaching prekindergarten skills, detailed and explicit guidance for teacher and students actions that support student development and proficiency of content and skills, and detailed guidance for connecting students’ prior content knowledge and experiences to new learning.
<b>2.5 Spanish IM Meets 4/4</b>	The materials include detailed guidance that supports the teacher’s delivery of instruction. Throughout the units, the materials provide teachers with explicit instructional strategies for teaching prekindergarten skills, detailed and explicit guidance for teacher and student actions that support student development and proficiency of content and skills, and detailed guidance for connecting students’ prior content knowledge and experiences to new learning.

### English Evidence 2.5

Evidence includes but is not limited to:

Throughout the materials, materials provide guidance for a variety of instructional strategies that meet the needs of pre-K students, including whole group, small group, and individual instruction. The materials provide the teacher with guidance and strategies in the “Teacher Handbook,” such as scaffolded writing techniques to support learners in writing. The unit guides give detailed steps for each lesson for the teacher to implement. The material provides the teacher with checkpoints and assessments throughout the lessons that assess the students’ outcome and skill retention. Depending on student outcome, the material provides the teacher with suggested activities for more support or more challenging activities.

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In the Unit 2 whole group lesson on *Big Trees*, the teacher introduces the book to students by making connections to their prior knowledge; the teacher begins with a familiar environment and then builds on the knowledge of this environment to learn about a new, unfamiliar environment. The teacher has the student make connections about ways people, animals, and plants are connected to each other and to the earth. The lesson is part of a unit on the environment, which is interesting and engaging for children. The teacher asks the following questions: “Do you remember the plants we read about in the city walk book?” “How are the plants connected to the earth’s features?” “What do plants need?” The teacher sets a purpose for reading by asking the students to pay close attention to the seasonal changes to learn ways that animals and people use and enjoy the trees in the book. While reading, the teacher provides quick explanations of unfamiliar words such as *mulch*. After reading, the teacher goes back through the book and asks specific questions about the ways that animals use the tree (some build nests, some build webs, ants find food on the tree trunk), ways that animals depend on each other (birds eat worms and grubs, spiders eat insects), ways that animals use earth materials (worms and grubs live in soil, ants live in soil), and ways that people use the tree (as a shady spot to read). The variety of instructional strategies in this whole group lesson meets the needs of pre-K students. The materials give detailed and explicit guidance that explains students’ development of skills and gives examples of students’ behavior as teacher look-fors. During the whole group lesson read-aloud of *Big Trees*, the teacher takes note of whether students can describe relationships between and among components of the environment. Instead of just saying *bird* or *worm*, do the students say that *the bird is eating the worm*? Instead of *ants* and *soil*, do students describe that the ants *use the soil as their home*? The teacher expands students’ simple statements to include more descriptions of the ways that items are interdependent and connected; the teacher uses observations throughout the day and week to support student development and proficiency of content and skills.

In Unit 3, for the read-aloud *How Will We Get to The Beach?* the teacher activates the students’ prior knowledge by asking different types of open-ended questions. For example, the teacher asks, “Name some things that you would take with you to the beach.” “What kind of problems does the girl have and then how does she solve the problems in the end?” As the teacher reads the story, the students learn about suitable things to take to the beach, allowing them to connect prior content knowledge and experiences to new learning. The materials provide guidance to teachers that students do not have to have all the right answers, which supports student development and proficiency of content and skills. The teacher guides them back to the book to check the answers together and incorporates the strategy of rereading the book and encouraging the students to retell it. These are explicit instructional strategies for teaching pre-K skills.

In Unit 5, in the small group lesson “Garden Party Invitations,” the teacher activates the students’ prior knowledge by asking them about other invitations they have created in past unit

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projects, such as for the coral-reef scavenger hunt and the museum. The students then create an invitation for their garden party as a group with the teacher. This activity connects students' prior content knowledge and experiences to new learning. The students learn the different components of creating an invitation. With the teacher's direct and explicit instruction, using the "Connect 4 Learning" scaffolded writing technique included in the teacher handbook, the teacher and students write an invitation as a group. In the small group lesson, the materials provide different strategies for the teacher to support student development using the scaffolded writing technique. The teacher stretches the word to help students hear the sound of the word that they need to write. At a checkpoint, the teacher observes if the students are engaging in the activity by using oral language and writing letters as they hear the teacher write and speak; the teacher takes notes on the literacy formative assessment. This activity allows the teacher to support the students' development and proficiency of content and skill. The teacher places an extension of this activity in the "Writing" center for students to make their own invitations.

### Spanish Evidence 2.5

Evidence includes but is not limited to:

The materials are an interdisciplinary curriculum in which each domain includes materials with a variety of instructional strategies within the lessons. The "Principal's Manual" states that the curriculum was "developed with the intent to draw out the rich connections among the four domains (math, science, literacy and social-emotional learning) while addressing the core conceptual, procedural, and foundational structures each one possesses. In this approach, teachers will integrate teaching across two or more domains only when doing so is consistent with the structures particular to each domain—for example, exposing children to math concepts and skills in developmentally and mathematically appropriate sequences." Throughout the process, the guide provides an explanation of several teaching strategies teachers can use during the units/lessons, such as whole group instruction, small-group instruction, learning centers, project-based learning, and digital support (just to name a few). The teacher's guide, "Guía del maestro," also has highly visible tips and instructional strategies with explanations/step-by-step instructions on how to implement the strategies for teaching prekindergarten skills.

The materials include topics and themes within the units that are interesting and engaging for children of the targeted age while still considering the need to develop background knowledge in areas that may be unfamiliar. For example, in Unit 1, Semana 1, Día 2, during "*Bienvenida y Lectura en voz alta*," the teacher introduces the book *Owl Babies*. Before the read-aloud, the teacher explains to students that they are going to listen to a story about three baby owls that could not find their mom when they woke up. During the read-aloud, the teacher is encouraged to read the book with expression and emotion. The teacher asks open-ended questions

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associated with the owls' feelings and the student's feelings when they feel afraid of coming to school. In this lesson, students have the opportunity to use their listening and visual skills. After reading the story, the teacher discusses how students feel when people they love, such as their mom, dad, and siblings, leave, but how they have to be confident they will come back. The teacher provides opportunities for students to recreate the meaning of the vocabulary words *silent* and *dark* by asking the students to make the owls' noises and then stay quiet and then to place their hands over their eyes to represent the meaning of *dark* (this vocabulary is in English even though this is during Spanish literacy instruction). The script says: "Haga que los niños exploren sus voces imitando el reclamo del búho con una voz aguda y clara: "¡Huuu! ¡Huuu!" Contraste esto con el silencio, pidiendo a los niños que guarden silencio como si fueran los búhos escuchando en espera del regreso de su madre búho. Invite a los niños a percibir la oscuridad pidiéndoles que cubran o cierren sus ojos." Through this lesson, the teacher helps students understand new concepts and content by connecting it to their experiences, building vocabulary, and activating prior knowledge to develop new understandings.

In unit 4, "Unidad 4, Explorando museos," during the whole group math read-aloud lesson, materials guide the teacher to use concrete objects and model the skill when engaging in a new concept. These same materials are later used in a small group lesson for children to practice the skill being learned. The materials provide a scripted lesson for the teacher as the students sort along with the instructional text *Hannah's Collections* by Marthe Jocelyn. The resource states: "Cuando clasificamos, juntamos las cosas que son parecidas, que tienen una misma característica. ¡Formamos una colección! Explique que las cosas que son diferentes van en grupos distintos." The teacher then guides students to continue sorting the various object into various groups, "ánimelos a clasificar los objetos de muchas maneras diferentes, una tras otra." The materials prompt the teacher to then place this book in the reading corner, "Coloque el libro en el rincón de lectura para que lo puedan continuar leyendo."

The materials provide activities and pictures that build on children's current level of understanding when learning a new concept. For example, in "Unidad 5, Cultivando nuestro jardín, Semana 1," when observing and investigating objects in nature, such as seeds, the lesson guides the teacher to bring in the actual objects for children to touch, see, and investigate. The resource states: "Planificar con anticipación: Prepare las tarjetas de los paquetes de semillas del Kit de preescolar C4L, un paquete de semillas de frijol, un paquete de semillas de rábano y dos platos o bandejas." The lesson guides teachers to ask the students thought-provoking questions, such as how do seeds grow, and allow students to make their own predictions based on their prior knowledge. To help students with their predictions, the teacher is encouraged to use the book *Our Community Garden* by Barbara Pollak to think about the importance of water for growing plants. These activities and book selection allow students to make connections with the new concepts. By activating students' prior knowledge, the teacher can use it to provide differentiated instruction and meet students at their level. Materials provide teachers with explicit information on how to connect prior knowledge through the use of activities that build on a student's current level of understanding when learning a new concept.



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**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.

<b>2.6 Materials &amp; Score</b>	<b>2.6 Rationale</b>
<b>2.6 English IM Meets 4/4</b>	The materials are supported by child development research on children’s development within and across all domains. Throughout, the materials include clear descriptions of how the curriculum is supported by child development research. Guidance for instruction is research-based and enriches the educators’ understanding of early childhood development. Cited research is current, academic, and relevant to early childhood. A bibliography is present.
<b>2.6 Spanish IM Meets 4/4</b>	The materials are supported by child development research on children’s development within and across all domains. It is evident that 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.

### English Evidence 2.6

Evidence includes but is not limited to:

The materials cite research to support their approach to structured lessons and the opportunities they provide for children to learn and play with the worlds of math, science, and literacy. The research cited shows that in free play, children naturally engage in math; play supports literacy and social and emotional development in a variety of ways; math and literacy



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instruction increase the quality of young children's play; and play environments provide the opportunity for children to interact with other children and learn language and social skills. The materials use an interdisciplinary approach to address growing concerns that the majority of preschool instructional time is devoted to literacy, at the expense of other content areas, particularly math and science. The math curriculum is based on research and practices developed in the "Building Blocks" project, the development of which is supported by the National Science Foundation (NSF) and by the Institute of Educational Studies (IES). The goal of these developers is to enable young students to build a solid foundation for math. The curriculum's approach to science is based on learning research that shows that students actively construct their own knowledge. The teacher facilitates this process by helping the students connect the to-be-learned information to what came before. The curriculum addresses a range of literacy and language skills in developmentally appropriate ways. Three principles are crucial to implementing the curriculum: 1) Literacy should be developed throughout the day and in all domains. 2) Students need to develop many different literacy skills. 3) Research should guide ECE literacy practices. The curriculum for the Social and Emotional Development domain is based on research and practice described in the "Pyramid Model for Promotion of Social Emotional Competence." The Pyramid Model provides a framework of practices to promote students' social and emotional competence and to address prekindergarten students' challenging behaviors. The materials provide research-based guidance for instruction that enriches educator understanding of early childhood development and the validity of the recommended approach. The research base is found exclusively in the "Teacher's Handbook."

The Teacher's Handbook provides research-based guidance for instruction that enriches educator understanding of early childhood development and the validity of the recommended approach. The lessons within the curriculum are based upon the research provided in the Handbook. The materials provide unique research-based strategies for teaching and learning within an interdisciplinary approach, which includes awareness of tools and how they are used (math manipulatives, tools and surfaces for writing and drawing, and materials for science), responsive teaching (strategies are informed and adjusted in response to children's knowledge, skills, and interests), interactive learning cycle (teachers provide experiences, reflections, explicit explanations, guided practices, independent practices, and syntheses), and project-based learning (children work toward a large goal in each unit, such as creating a classroom museum). The materials provide research-based best practices designed to respect the strengths and support the needs of young dual language learners. A "Language-Rich Environment" includes all forms of language: spoken, heard, read, and written. In the Teacher's Handbook, the curriculum encourages the use of literacy throughout the day, including during science and math. The teacher points out letters in science books when reading aloud, such as for *squirrel*. The teacher introduces print materials into the "Dramatic Play" center. Literacy focuses not only on the alphabet and alphabet sounds but on concepts of print, phonological awareness, alphabet knowledge, comprehension, vocabulary, writing, and general knowledge.

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The Teacher’s Handbook cites research throughout all sections, provides a rationale for the organization of the curriculum and the approaches being implemented, and contains a reference page for all citations. The materials cite reputable sources relevant to early childhood development, *Topics in Early Childhood Special Education, Child Development, and Topics in Early Childhood Special Education*. The majority of the sources are from the past 20 years; 35 are from within the past ten years, and seventeen of those are from within the past five years. Research on the math curriculum was published in the *Early Childhood Research Quarterly* in 2016. The title of this research is “Learning Executive Function and Early Mathematics: Directions of Causal Relations.” Research cited for social and emotional development was published by *Young Children* in 2003. The title of this research is “The Teaching Pyramid: A Model for Supporting Socio-Emotional Competence and Preventing Challenging Behavior in Young Children.” A research article cited for science and math is published by the National Institute of Early Education Research in 2008. The title of this research is “Early Maths and Science in Preschool: Policies and Practices.” Research on reading is presented in a paper at the *American Educational*. The title of the research is “Balance of Content Emphasis and Child Content Engagement in an Early Reading First Program.” The cited research is current, academic, relevant to early childhood development, and applicable to Texas-specific context and demographics. The materials contain a bibliography that cites research presented throughout the materials.

### Spanish Evidence 2.6

Evidence includes but is not limited to:

The materials provide a description of how the resource aligns with child development research. Lessons and activities in the materials provide a rationale showcasing the purpose of activities included in the curriculum. In the Principal’s Manual, there is an explanation for how texts for the read-aloud were chosen, indicating how they support young children’s listening comprehension and vocabulary development. To use read-alouds effectively, the materials recommend the following: believe in the books, make adjustments as needed, ask a range of questions, point out print, and make connections. Teachers will be most successful with the curriculum when they read the books provided and look for opportunities to reread the books whenever possible. Adjustments can be made as needed by adapting to the students’ needs, giving children a short break to move around, or discontinuing the read-aloud until another day. The materials provide research-based techniques when stating that reading aloud should be an engaging experience for children, where teachers and students have the opportunity to ask a range of questions, including open-ended, which require children to engage in higher-order thinking skills. The manual also provides research that “suggests that adults should actively work to draw children’s attention to the print, using both verbal and nonverbal strategies (Justice and Ezell, 2002; Justice et al., 2010),” as well as to connect with students’ experiences and prior knowledge to make the text more comprehensible.

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The teacher handbook, “Manual del maestro,” states that the materials are based on effective learning practices for instruction in the areas of math, science, reading, writing, and socio-emotional learning and have been funded by the National Science Foundation (NSF) and by the Institute of Educational Studies (IES). The curriculum addresses a range of literacy and language skills in developmentally appropriate ways. The material refers to best practices in early childhood that guide educators to provide many opportunities for children to be successful in academic skills through play and exploration. The resource states: “C4L adopta al juego como un elemento en el aprendizaje demasiado a menudo, las currículas de preescolar caen en la falsa dicotomía de juego-versus-academia. En C4L, el juego de alta calidad y la instrucción de alta calidad no compiten por el tiempo de clase—se complementan y enriquecen mutuamente.” “Por supuesto que los niños deben jugar—pero esto no significa que no deban también aprender y jugar con los mundos de la ciencia, la matemática, y la lectura y escritura (Clements y Sarama, 2014).”

The materials provide research-based evidence that is current, academic, relevant to early childhood development, and guides the teacher to understand appropriate skill expectations for children. For example, in the “Manual del maestro,” the material states that C4L is “grounded in research-based learning trajectories and developmental pathways in the core domains.” Research being cited is current and relevant to the field of early childhood and provides a rationale for how the resource was created. The resource provides reasoning as to why the units are based on math and science themes: “El enfoque de C4L toma en cuenta las preocupaciones del educador en cuanto a la falta de tiempo en el programa preescolar para introducir nuevos materiales. Hemos sabido de muchos docentes de educación de la primera infancia (EPF) que tienen poco tiempo para matemática y ciencia debido a otros requisitos, particularmente los relativos a lectura y escritura (Greenfield et al., 2009; Sarama y Clements, 2009b; Clements y Sarama, 2014). He aquí cómo abordamos ese dilema.” “En primer lugar, C4L no comienza con las áreas socio-emocional o de lectura y escritura porque, con demasiada frecuencia, hacerlo deja poco espacio para nada más. De hecho, un estudio informa que, en la práctica, una currícula de día completo basada en lectura y escritura que dice enseñar todas las áreas solo deja 58 segundos para matemática de cada día de seis horas (Farran et al., 2007). En su lugar, C4L comienza con secuencias de temas de ciencia y matemática. Estas secuencias se fundamentan en trayectorias de aprendizaje basadas en la investigación y vías de desarrollo en las áreas fundamentales.” Cited research emphasizes how the resource was developed and builds teachers’ background knowledge around early childhood.

The materials contain a bibliography that cites research presented throughout the teacher manual, “Manual del maestro,” and located at the end of each chapter.

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**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.

<b>3.1 Materials &amp; Score</b>	<b>3.1 Rationale</b>
<b>3.1 English IM Meets 4/4</b>	The materials reviewed do provide an implementation of lessons on self-concept skills, self-regulation skills, relationships with others, and social awareness. The materials provide consistent guidance for teachers on directly teaching social skills, extending the development of understanding, and responding to emotions.
<b>3.1 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 3.1

Evidence includes but is not limited to:

Throughout, the materials provide guidance on introducing social skills, which are taught following a logical sequence of development. The materials include text and activities that provide concrete experience with the development of different social and emotional competencies. These resources include books, chants, songs, whole group games, dances, scavenger hunts, and graphic organizers. The C4L approach to teaching is based on the research and practice of “The Pyramid Model for Promotion of Social Emotional Competence,” as stated in the “Teacher Handbook.” Teachers are to intentionally teach children problem-solving techniques to help them develop their social skills. Many lessons throughout all units explicitly focus on both social and emotional skills development, as described in subsequent comments. Teachers are prompted to remind children to practice these skills in daily interactions while in learning centers and in free play. Visual posters serve as reminders of pro-social and problem-solving behaviors. Further, embedded prompts to regularly complete Formative

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Assessments help teachers stay current with each child's social and emotional skill development and individualize learning experiences accordingly. The materials do not include a list of additional books to reinforce or extend learning and do not provide activities that promote respect for cultural diversity. The materials provide consistent guidance for teachers on directly teaching social skills or extending the lesson.

In Unit 1, the materials introduce students to self-concept skills, beginning on the first day of school during a “Circle Time” activity. Teachers introduce classroom behavioral expectations in a whole group lesson; teachers pair expectations with visuals and explain that “to be safe, the children need to sit calmly and know where their body is in space; being respectful means using listening ears and looking eyes on the teacher, and sitting so everyone can see.” In Unit 1, a whole group lesson on self-awareness contains guidance for the teacher. The lesson begins with students singing a fun chant that reinforces awareness of body space and respect for personal boundaries; students use friendly touches such as high-fives, shaking hands, and waves. Also in this unit, the read-aloud book *Otto Goes to School* allows children to discuss feelings and emotions related to going to school. The materials use this text to support the development of competencies to understand and respond to emotions. For further interaction with the text, students participate in a “thumbs-up or thumbs-down” activity to share their feelings and emotions. Additionally, within Unit 1 activities, all children benefit from peer and teacher modeling, context clues, repetition, and visual supports. Through full lessons, the teacher directly instructs and models Self-Concept Skills, including how children feel about school and discussing personal experiences and opinions; Self-Regulation Skills by learning about being safe and respectful team players; Relationships with Others, including learning how to develop friendships and asking play; and Social Awareness Skills through recognizing emotions and friendly ways to communicate. Teachers are guided to foster relationships with all families, including those from diverse cultures. Specific examples of guidance include making families feel welcome by labeling objects in the classroom in the children’s home languages, having children make posters about their families and communities and displaying these in the classroom, and including books that reflect children’s families and communities.

In Unit 2, a lesson focused on teaching self-concept skills includes problem-solving. The teacher asks students about a previous read-aloud of *Goldilocks and The Three Bears* and the problems the characters encountered in the story. The materials guide the teacher to encourage students to make connections to the problems in the story and identify how the story can help them think of good solutions for problem-solving in their own classroom. Students engage in a “Think, Pair, Share” activity to provide their own solutions to the problems presented in the book. As an extension, students collaborate to create a graphic organizer with their own examples of solutions. Children then create their own solution book by using examples from the graphic organizer, solution suitcase cards, and their own experiences as they occur throughout the school day. The materials provide the teacher with visual prompts, including a problem-solver poster and solution suitcase cards for teaching how to wait and take turns, ask nicely, and practice problem-solving skills related to these strategies. Unit 2 builds on skills instruction in

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Unit 1. Full lessons let the teacher directly teach and model Self Concept Skills, Relationships with Others, Social Awareness Skills, and Self-Regulation Skills. In this unit, the teacher introduces the words "problem" and "solution," and the Solution Suitcase then shows the Problem Solver poster and intentionally teaches and models for children the problem-solving steps, thinking through a problem and considering possible solutions, then choosing a solution and trying it. The teacher introduces the Solution Suitcase then explains how to use this problem-solving tool, introducing the first solutions: Ask Nicely and Wait and Take Turns. The children have scaffolded opportunities to practice. Next, the focus is on the solutions titled Ignore, Say, "Please Stop," and Get a Teacher. The children have scaffolded opportunities to practice using the solutions they have learned so far. Next, the focus is on Trade, Play Together, and Get a Timer. The children now have their own Solutions Suitcases ready for use.

In Unit 3, the teacher reads the book *Chocolate-Covered-Cookie Tantrum* to discuss feelings and causes of anger and to introduce calming strategies. Children practice identifying feelings in the story and make a list of safe calming strategies to learn how to appropriately respond to emotions to reference as needed. Continuing direct teaching of social skills, Unit 3 builds on friendship skills and problem-solving skills and extends that instruction, practice, and learning to recognizing, identifying, and handling emotions through full lessons on Self Concept Skills and Social Awareness Skills, recognizing and identifying emotions in a book and on the C4L Emotions poster (angry, disappointed, excited, frustrated, happy, lonely, proud, sad, scared, worried). Also, in this unit, the teacher introduces Tucker the Turtle and instructs and models for children Tucker's way of calming down: Recognize your feelings. Stop. Tuck into your "shell" and breathe. Think of a solution. The children then have opportunities to practice using the steps.

In Unit 4, the teacher reads *Rex Wrecks It* and discusses with the children the emotions Rex is feeling and how they would feel if they were Rex. Later, the teacher rereads this story. In the re-reading of the story, children work together to "Think, Pair, and Share" solutions they think can help with Rex. These lessons demonstrate the opportunity to address both self-concepts of emotions as well as emotional and social relationships with others. In another lesson, the teacher models talking about feelings and demonstrates identifying emotions by using an "emotions face page" and poster. The materials guide the teacher to allow students to talk about feelings in response to specific situations and to refer to the "face page" and poster to support their understanding of the emotions.

In Unit 5, teachers directly teach the meaning of cooperation, empathy, and friendship skills, emphasizing solutions to emotional, social, and contextual problems. For example, in the lesson "Cooperation: Watering the Garden," students have to work as a team in order to water the garden by passing the bucket to achieve their goal. Another lesson focuses on a variety of emotions and uses the gradual release model. The teacher models a game and chant and then allows the students to participate in the activity.

Unit 6 provides opportunities for students to learn about appropriate social and emotional skills, like taking turns, sharing, and empathy. They also learn specifically about being proud of

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their accomplishments and how much they have grown as people throughout the school year. For example, students vote to review their favorite books from the year. They learn about how to give compliments to one another, recognizing each other's achievements, and they also learn about the meaning of the emotion "proud" and discuss what they're proud of from the year's accomplishments.

### **Spanish Evidence 3.1**

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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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.

<b>3.2 Materials &amp; Score</b>	<b>3.2 Rationale</b>
<b>3.2 English IM Meets 4/4</b>	The materials provide activities for whole and small group instruction and skills are practiced throughout the day in learning centers. Authentic practice opportunities are embedded in other content-area lessons.
<b>3.2 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 3.2

Evidence includes but is not limited to:

The “Teacher Handbook” describes how the learning centers are directly connected to and driven by the curriculum. Topics, skills, and materials introduced in the whole- and small-group lessons are further developed, practiced, and explored in the centers. Children actively engage with their peers in learning opportunities and share ideas, communicate, collaborate, and problem-solve as they engage in the learning center activities together. Throughout the units, the materials provide some whole group and small group lessons to develop social and emotional skills that are integrated and embedded in other learning domains. The materials include some guidance for the teacher to work on social and emotional skills in small groups by using props such as puppets and visuals. The materials offer some guidance for teachers to encourage positive social and emotional skills throughout the day, such as following routines and using problem-solving skills.

In Unit 1, the materials provide guidance that supports students’ social awareness skills: Students give a peer some play ideas and follow a peer’s play suggestions. The teacher models and explains to the students that when we give a play idea, we tell someone something fun we could do together, including pretend-playing school. Students use playdough, toys, and other materials to make a zoo or bake cookies in the “Dramatic Play” center. These activities allow repeated opportunities for the students to learn and apply peer play idea skills. The Unit 1



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project is creating a classroom community. With intentional instruction and opportunities for repetition and practice in the learning centers, children can develop responsive personal relationships with their teacher and their peers.

In the “Art Center,” as the children explore the materials, teachers can provide ideas for explorations children can do together, which gives children an opportunity to practice important social and emotional skills, such as cooperation and collaboration. In the “Book Nook,” children can explore books in pairs and small groups, as well as independently. Puppets and felt boards offer opportunities for children to work together to retell stories. They can create scavenger hunts for their friends to complete as they search for common items featured in books. In the “Construction Zone,” blocks engage children in collaborative building projects. In Dramatic Play, children take on roles and work together to act out home, school, and favorite stories.

The materials also recommend opportunities to practice social and emotional skills during centers and outdoor play. Teachers use photographs of children who are following expectations so that students have a reminder of the expectations throughout the day. The guidance recommends posting the photos next to the corresponding expectations chart in the classroom or next to centers. For example, teachers can post pictures of children being team players, as they set the table and help each other at snack time, next to the snack table.

In Unit 2, small and whole-group activities support practicing and reinforcing social and emotional skills in a variety of settings. The teacher and students learn about problems and solutions by creating a problem-solving suitcase. The problem-solving suitcase is available to the students throughout the day; when a problem occurs, students can use the suitcase to find a solution. Materials guide teachers on giving students descriptive feedback when a problem is observed. Additional provided problem-solving strategies include drawing pictures of problems and then having the student select possible solutions. Graphic organizers are available around the classroom for reference throughout the day and at centers. After reading *We Are Problem Solvers*, students use the “Think, Pair, Share” strategy and sticky-notes to put solutions on chart paper for future reference.

In Unit 3, the instructional materials provide guidance on how to identify various emotions and solutions and how to effectively handle these emotions. The materials recommend that the book be placed in the “Library” center so that students can revisit the story during independent reading time and refer to the emotions poster. During small group time, students identify what makes them angry and cover ways to calm down (e.g., getting a hug). Students sing a song to the tune of “I’m a Little Teapot” to understand what being angry feels like. The project for Unit 3 is creating a set of toys for themselves and for another group of children. The children have ample opportunities to work together on this project, which is introduced in group activities but is developed and completed in the learning centers.

In Unit 4, in lessons utilizing mirrors, emotions cards, literature, role-playing, and modeling, students learn to identify emotions in themselves and others. Students have opportunities to

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review emotions from a previous collage activity; the materials recommend that students add additional experiences and emotions to the collage. Students are encouraged to work on the collage throughout the day and when emotions arise. The materials introduce students to the game of charades: Children pull an emotion from a bag and act it out. The materials recommend that children retell their stories and have another child record it. Children who are having difficulty acting out their emotions can verbally express their emotions, supported by teacher prompts. In addition, the materials recommend that children who have difficulty identifying their emotions revisit the emotion faces to help write and act out their stories. The materials recommend that teachers suggest a peer help the child who is still struggling. For example, the teacher reads the book *Rex Wrecks It!*, which helps students identify various emotions such as being scared, frustrated, worried, and proud. *Rex Wrecks It!* contains pictures of faces with different types of emotions, so students have a visual to help them identify the emotion.

In Unit 5, the materials provide a lesson on self-regulation skills: Students take on classroom responsibilities and discuss how to take care of their classroom worms. Students have the opportunity to observe the worms with a magnifying glass during center time and to care for them throughout the day. As in other units, Unit 5 includes many daily opportunities for children to practice responsive interpersonal relationships, especially in “Learning Center” activities which include “Working Together and Plant Collage Paths to Farm and Market,” “Block Maze,” “Farmers' Market,” and “Farmers' Market and Flower Stall,” “I Know What You're Thinking,” and “Growing a Garden Game.” In addition, there are embedded teacher prompts at the end of lessons to encourage children to use the social and emotional skills they learn.

In Unit 6, students have opportunities to apply the concept of understanding different perspectives: They use graphs and voting to record favorite books chosen by peers. The class discusses differing perspectives as they explore the data. Additionally, learning centers in Unit 6 offer opportunities for responsive interpersonal interactions through activities such as “Favorite Book Partner Read,” “Shortest Path to Kindergarten,” and “Book Recordings.” There is a teacher prompt to remind children to use their new social skills throughout the day.

### Spanish Evidence 3.2

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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**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.

<b>3.3 Materials &amp; Score</b>	<b>3.3 Rationale</b>
<b>3.3 English IM Partially Meets 2/4</b>	The materials include some specific guidance for teachers on ideal classroom arrangements that support positive social interactions. There is a “Fidelity Checklist” for administrators and some guidance for teachers on how to arrange the classroom to support interactions, how to design the physical space, how to arrange the materials, or how to engage the students to promote student ownership of the space.
<b>3.3 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 3.3

Evidence includes but is not limited to:

The materials provide some guidance for classroom arrangements that support daily opportunities for students to practice social skills. The “Curriculum Fidelity Checklist,” found on the online portal, provides examples and explanations of effective classroom arrangements. Administrators can use the checklist as a reference when in the teacher’s classroom; however, the materials do not provide specific guidance for teachers. This tool is available to teachers, as well as supervisors and coaches, to ensure transparency of expectation in guiding teachers to implement the curriculum with fidelity. Within the checklist link, there is a quick observation checklist that describes elements in the classroom environment, including expectations for the learning centers, visuals to be implemented in the classroom to support learning and promote

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engagement, and small group and whole group instruction. These materials offer some guidance on classroom arrangements to support opportunities to practice social skills. In Unit 1, the description of each center provides some guidance on how the teacher should set up the “Book Nook”: with comfortable and inviting seating among the book displays and space for children to read individually, in groups, or in pairs. There is some evidence that the materials provide specific and consistent teacher guidance on social skills practice in learning centers, on classroom arrangements to reinforce the practice of social skills, or on identifying specific areas of the room for the practice of social skills. The “Teacher’s Handbook” gives teachers specific guidance on setting expectations and offering directions to children to teach behaviors and interactional skills. It also explains how social and emotional development is addressed throughout the day using problem-solving strategies, such as the “Solution Suitcase.” Additionally, the Teacher’s Handbook offers detailed guidance and tips for setting up learning centers in a manner that helps children interact effectively with others and providing explicit teaching and modeling of learning center behavioral expectations and social opportunities. Within lessons, teachers are guided to have children use the Solution Suitcase strategy for their own classroom interactions with peers. The materials provide teachers some guidance on social skills practice in learning centers. The Unit 1 manual explicitly reminds teachers that “children benefit from opportunities to interact on their own and with peers in self-guided play and from chances to interact with adults who scaffold learning experiences during play in learning centers.” Within the instructions for setting up the “Make a Self-Portrait” activity in the “Art Center,” teachers are specifically guided to “Use this opportunity to promote interactions and cooperation and to talk about friendships.” And the instructions for the “Toy Store” learning activity in the “Dramatic Play Center” guide teachers to make the initial focus for the center on the social interactions instead of the toys.

The materials do not provide guidance for the teacher on classroom arrangements to support teacher-student and student-student interactions. The materials do not provide resources such as websites or books that guide teachers on how to create a classroom that optimizes the space for centers, on table arrangements, or on whole and small group arrangements. The materials do not include options to support a variety of classroom designs, sizes, setting up centers, creating a center system, and the research and rationale to support these decisions.

Throughout the materials, some guidance is provided for the teacher on how to use the physical space to promote self-regulation and problem solving; materials also provide some guidance on aspects of the physical space and their impact on social development. The materials reference a “movement” area; if the teacher has one, materials suggest the teacher tape it off and communicate to students that they must stay inside it. The materials do not provide guidance for other factors in the physical space; they do not provide specific guidance for the teacher to understand how the physical arrangement can support social development on a consistent basis.

Throughout the materials, some guidance is offered on how to implement materials easily and effectively within a classroom arrangement that supports students’ positive social interactions.

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The materials give some guidance to teachers on how to support social interactions during whole group instruction.

The materials give teachers guidance on how to provide opportunities for children to have positive interactions with their peers within the lessons and activities.

Welcome and Read-Aloud lessons suggest activities that continue the learning by providing opportunities that support positive interactions or that model asking children to play when they are interacting with them during playtime. Within Small Group lessons, teachers are guided to encourage children to initiate interactions with peers. The “Compliment Cards” lesson and “Our Class Compliment Chain” give children an opportunity to have positive interactions with their peers and to interact while writing.

A “Welcome and Read Aloud” recommends the teacher start the school day using welcoming songs. The materials do not provide guidance on how to implement the songs within a classroom arrangement to allow increased student interaction. In Unit 1, students sing to the tune of “Twinkle, Twinkle Little Star” to support transitions. The materials do not include resources that teachers can use to set up effective organization and management to support positive social interactions. The materials provide nine custom-made classroom posters designed to be visual cues to reinforce learning and management and support positive social interactions; for example, “Classroom Expectations,” “How Are You Feeling,” “Friendship Skills,” and “Problem-Solving Skills.” The materials do not provide classroom arrangement resources and guidance for the teacher to use these strategies.

There is no identified evidence of suggestions on balancing classroom set up before students arrive at the beginning of the year and what is done with the students throughout the school year. Throughout the materials, there is no evidence supporting opportunities to engage and include the students in the classroom arrangement in order to promote student ownership of the space.

### Spanish Evidence 3.3

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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## English and Spanish Prekindergarten Program Summary

**3.4** Materials include activities to develop physical skills 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.

<b>3.4 Materials &amp; Score</b>	<b>3.4 Rationale</b>
<b>3.4 English IM Meets 4/4</b>	The materials do include activities for students to develop their gross motor, fine motor, and physical skills. The materials provide daily opportunities for students to develop these skills throughout all the units.
<b>3.4 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 3.4

Evidence includes but is not limited to:

Throughout, the materials provide some activities and teacher guidance for gross motor skill development. The materials provide two “Fast Focus” lessons daily, often featuring math and phonological awareness or alphabet knowledge that integrate gross-motor activities and provide children opportunities to practice gross motor skills across multiple units. This includes “Moves to Count,” which is played in Units 1–4, which starts with easy movements involving the head, such as nodding if children have difficulty with the movements. Other examples are the Fast Focus lesson titled “Shape-Mat Hop,” which is played in Units 4 and 5, and the Fast Focus lessons titled “Simon Says” and “Simon Shows.” The materials do not include a resource kit for gross motor skills or a teacher guide that focuses on gross motor skill development. The materials do not include resources for children to use to practice gross motor skills across multiple units. The materials do provide lessons integrated with other content materials that help develop fine motor skills, preparing students’ hands for writing.

In Unit 1, the materials provide lessons integrated with other content material that help develop gross-motor skills, including the Fast Focus lessons titled “Moves to Count,” and the Fast Focus lessons titled “The Parts of Me,” and the “Connect” lessons titled “Two Arms Wave.”

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In this lesson, students practice gross motor skills in a “wiggly” game: Students move in different ways to represent numbers and practice spatial terms by waving two arms in the air. The materials include daily suggestions for the development of fine motor skills. In the “Exploration” center, materials provide various suggestions to develop students’ fine motor skills using materials such as beads, pompoms, ink pads, scissors, craft sticks, hole punchers, eye droppers, and tongs. The materials also recommend putting chalk, water painting, and finger painting activities in the “Art” center to reinforce the development of fine motor skills.

In Unit 2, the materials provide lessons integrated with other content material that help develop gross-motor skills. In the lesson Simon Shows, the students jump a given number of times based on a number presented. In Unit 2, students review turn-taking during a small group “Hot Potato” activity: Students grab an object and pass it back and forth, reinforcing gross motor skills through movement. Then in Unit 2, the materials provide center activities and lessons integrated with other content material that help develop fine motor skills. For example, the small group lesson titled "Introduction to the Solution Suitcase: 'Wait and Take Turns' and 'Ask Nicely,'" guides teachers to "Demonstrate how to use the scissors, and let the children cut out the individual solution cards from the tear-off sheets and glue them on...."

In Unit 3, the teacher reads a book about animals. After reading, the teacher asks students to demonstrate a coordinated sequence of movements based on descriptions of the animals. In a small group lesson, students use chopsticks, beads, and pom-poms to make predictions; students predict which object would be easier to move using chopsticks. After the experiment, the materials are moved to the “Exploration” center for students to use during center time, where the chopstick challenge is extended: Children pick up and move sand, rice grains, balls, and other objects. In another small group lesson, students conduct an experiment by stringing beads in two different ways, which highlights the pinching motion using the index finger and thumb.

In Unit 4, students engage in gross motor development through dances, games, chants, and movements integrated into the lessons. A math lesson on counting to 10 has students use big body movements to practice counting up and down from 10. The teacher invites students to move in various ways based on the number shown on a number card. Students also engage in a “Shape Walk” game: They hop across mats with various shapes and identify the shapes as they land on them. The materials recommend putting the game in the “Puzzles and Games” center to provide the students with repeated practice with a peer.

In Unit 5, the materials provide center activities and lessons integrated with other content material that help develop fine motor skills. For example, in the lesson, “Flour Power,” the children dump, thump, dust, knead, squash, and stretch the dough. Opportunities for tracing are also suggested for children who need more support making shapes.

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In Unit 6, the materials provide blocks, construction paper, and scissors for children to practice fine motor skills in the “Construction Zone,” supporting the use of small-muscle control and developing fine motor skills. In Unit 6, the materials provide lessons integrated with other content material that help develop gross motor skills. In the Fast Focus lesson, “Pattern Dance,” the students move while following a pattern of movements such as clap, stomp, clap, stomp. In the Fast Focus lesson titled “Shape-Counting Jump,” the students jump for the number of sides on a presented shape.

### Spanish Evidence 3.4

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.



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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.

<b>3.5 Materials &amp; Score</b>	<b>3.5 Rationale</b>
<b>3.5 English IM Partially Meets 2/4</b>	The materials include some implementation support for partial lessons on developing safe and healthy habits. The materials provide some teacher guidance on the connection between physical and mental health and safety. The materials provide some teacher guidance on modeling safe and healthy habits for students.
<b>3.5 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 3.5

Evidence includes but is not limited to:

Throughout, the materials provide some guidance on teaching safe and healthy habits and the connection between physical and mental health and safety; there are also some communication materials for parents. The materials provide unit letters that teachers can send home to communicate with parents. For example, in the Unit 1 letter, parents receive ideas on discussing ways of being safe, being kind, and being a team player with their child. The teacher uses a chant from a “Friendship Wiggle” game and the term “friendly touches” to model how to treat others gently. The teacher then uses visuals to teach friendship skills. The included books and songs are child-friendly and playful. The materials contain some guidance for teacher modeling of the activities. In every unit throughout the materials, songs and chants involve playful movements that encourage students to be actively engaged; students sing and move as they work on different content. The activities reinforce that movement is good for the body and that singing can be used to calm down when sad or frustrated. With “One, Two Buckle My Shoe,” students focus on rhyming and counting while also incorporating purposeful body movements. The materials provide lessons integrated with other content material that helps students develop safe and healthy habits, for example, a small group lesson titled “Don't Waste That

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Water” incorporates teaching the steps for brushing teeth. In another example, in the small group lesson titled “Flour Power,” teachers talk with children about the importance of washing hands before handling food, and all children have a chance to practice washing their hands at the beginning of the activity. The materials recommend students practice healthy habits by brushing their teeth. The teacher instructs students to brush their teeth twice to encourage and reflect on healthy habits. The materials do not give teacher guidance on how to model teeth-brushing.

In a Unit 3 lesson, students create a healthy snack with the teacher while learning sequencing. The teacher introduces the role of recipes and how all people need food to be healthy. The teacher models how to make the snack “Ants on a Log,” and then lets students make it themselves. As an extension, students create their own how-to book or recipe for another snack in a learning center. This lesson also gives students the opportunity to wash their hands. The materials do not provide teacher guidance on modeling hand-washing as a healthy habit for students to see; the teacher is instructed to reference hand-washing and how eating vegetables and fruit can help you stay healthy. The materials provide some opportunities for students to practice and reflect on safe and healthy habits and positive mental health in appropriate ways. The teacher reviews the “Tucker the Turtle” puppet while music plays in an activity about calming and self-regulation; students learn about the importance of taking care of mental health and that music can help calm us down. The materials guide the teacher to place Tucker the Turtle in a special “calm-down place” in the classroom, where students can use it, the strategies learned, and books to calm down when needed. The materials do not provide support for teachers to learn about the importance of planning and encouraging physical activity. The materials do not provide recommendations for teachers on how to address unsafe or unhealthy habits in a positive and supportive way.

In Unit 5, the theme is healthy foods, such as vegetables and fruits, and how eating them can help us stay healthy. To support healthy food choices, the teacher reads aloud *Growing Vegetable Soup*. The materials recommend setting up a “farmer’s market” in the “Dramatic Play” center; students can learn to identify various types of fruits and vegetables. To promote healthy food choices, the teacher can also help students create a chart of plant-based foods they like to eat. The teacher uses an alphabet information book to teach the class about types of fruits and vegetables; in an extension, students can then make their own alphabet book in the writing center, including fruits and vegetables that begin with either the letters of their name or a letter of the alphabet. The teacher talks about the importance of washing hands before handling food. The materials do not provide teacher guidance for modeling healthy habits for students.

### Spanish Evidence 3.5

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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**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.

<b>4.1 Materials &amp; Score</b>	<b>4.1 Rationale</b>
<b>4.1 English IM Meets 4/4</b>	The materials include full lessons to develop the students’ listening skills, as laid out in the Texas Prekindergarten Guidelines. Throughout the units, the materials provide teacher guidance on modeling active listening, daily scaffolding, and multiple opportunities throughout the day for students to hear and practice listening skills.
<b>4.1 Spanish IM Meets 4/4</b>	The materials provide guidance supporting the development of listening skills for understanding and conversation norms. The materials include guidance for teacher modeling active listening. The materials included support and scaffolding of questions for children’s different learning abilities. Lastly, there are opportunities for students to hear appropriate language and practice skills learned in whole group, small group, and learning centers.

### English Evidence 4.1

Evidence includes but is not limited to:

In Unit 1, the materials provide guidance for the teacher to model active listening via the “Think, Pair, Share” strategy. This strategy is embedded throughout all units. The teacher models active listening by sharing back what the students share, using a provided sentence stem; for example, “I heard Rachel say her shoes are black with laces, and Carlos said his shoes have Velcro.” The teacher thinks aloud to model how to play the “Friendship Skills” board game, asking, “How will the game be played?” “How do you start?” Then, students play the board game independently while the teacher guides and scaffolds their learning as needed. For the read-aloud *Otto Goes to School*, materials guide the teacher to model what normally happens at school. The teacher engages the students in a conversation about the story and asks students if

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they were a little worried about the first day of school; students vote by showing a thumbs-up, a thumbs-down, or a thumb-in-the-middle to share their feelings. The materials recommend placing the book in the “Dramatic Play” center, encouraging students to act out what happens at school and practice taking turns while actively listening to peers.

In Unit 2, during a problem-solving lesson, the teacher gives the students exact phrases to use and practice to ask nicely; the teacher models this behavior. The read-aloud *A Weekend with Wendell* allows teachers to model a conversation that encourages play. During the read-aloud, the teacher pauses to think aloud about how Sophie gives a play idea to Wendell when she says, “We could play house.” The materials recommend the teacher use a “Lila’s Letter” puppet to introduce children to a new letter. Lila models how to find a letter card and the sound the letter makes. To encourage active listening, Lila asks the students if they know someone in the classroom whose name begins with the letter.

In Unit 3, the teacher models and students learn how to make a lift-the-flap book about things that are scary. On one side of the paper, the teacher thinks aloud and writes, “Sometimes I feel afraid when I go to a new place.” On the other side, the teacher thinks aloud and writes, “When I am afraid, I can...” In the “I Know What You’re Thinking” game, the teacher sorts shapes and asks the students to watch and listen quietly to figure out the sorting rule. Students are then encouraged to “Think, Pair, Share” about what the sorting rule may be.

In Unit 5, students record different stories and books on tape and place them in the “Listening” center; this encourages students to independently practice listening and comprehension skills. The teacher reads aloud *Zianna’s Flower Garden* and asks questions to check for understanding; for example, “Have you ever seen a garden?” “What might you find in a garden?” “Can vegetables grow in a garden? Why or why not?” “Would shoes grow in a garden? Why or why not?” The teacher begins with basic questions and then adds more difficult questions to scaffold students’ learning.

In Unit 6, the teacher uses a script to model how to play a previously learned game, telling the students, “We will be playing the high-low game using dot cards. We have played this game before. But this time, you will play by adding numbers together.”

### Spanish Evidence 4.1

Evidence includes but is not limited to:

The materials provide teachers guidance on modeling active listening for understanding. In Unit 1 in particular, teachers are guided to model active listening, to remind children to listen for understanding, and to comment positively when children demonstrate active listening. For

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example, the lesson guides the teacher "...Les podría explicar que,...para ser respetuosos, deben escuchar con sus oídos atentos y observar lo que usted enseña..." and prompts teachers to show the classroom expectations poster to visually support active listening. The teacher is directed to, "Ayude a los niños a entender que ser respetuoso significa tener el oído atento, no perder de vista nada...Durante la lección, comente positivamente cuando los niños cumplan sus expectativas." Another example in Unit 1 is, "Explique a los niños que pueden estar seguros si mantienen su cuerpo tranquilo y que pueden ser respetuosos si escuchan y siguen las instrucciones." The Think-Pair-Share strategy outlined in the Teacher Handbook, is introduced in Unit 1 and then used throughout the units. The teacher explicitly describes and models active listening as part of the sharing ideas activity, while showing children each step on the accompanying visual chart.

The materials provide opportunities for the teacher to model conversations in a variety of classroom settings. Unit 1 provides teacher guidance on how to model conversations connected to play behaviors with a variety of theme-based learning centers organized to practice language. In the construction center "Zona de construcción," students have the opportunity to construct roads, buildings, towers, etc. The teacher models conversation by saying, "Voy a construir una carretera con bloques desde la pared hasta el estante. ¿Podrán ayudarme a terminarla para que mi auto pueda regresar a la pared?" This activity allows students to interact with one another and listen actively to share ideas and problem-solve through conversations. Materials provide opportunities for students to hear conversations that follow conversation norms. In Unit 2, an activity provides children with an opportunity to think, pair, share about potential solutions, and teachers are guided to, "Observe que niños pueden entablar conversaciones de forma adecuada." As children participate in the activity, teachers are prompted to observe and take note on the formative assessment: "Todos los niños aportan a la conversación grupal? Si no es así, hable con los niños de forma individual sobre lo que observan para asegurarse de que pueden describir sus observaciones oralmente." In addition, the curriculum explicitly teaches multiple friendship skills, part of which involves modeling and teaching sentences children can use in various social situations. The Think-Pair-Share strategy introduced in Unit 1 and used frequently throughout all 6 units, explicitly teaches and provides ample practice opportunities for children to develop conversation skills. The first Thinking Process included in the curriculum, Communicating and Representing, also emphasizes learning to communicate verbally with others.

As evidenced in Unit 1, materials support and scaffold daily opportunities for students to listen for understanding. In this lesson, teachers are guided to "Pídales a los niños que escuchen lo que Otto está aprendiendo en la escuela," and to ask children to vote using a thumbs-up/thumbs-down gesture, which allows a comprehension check ("Tome nota de quiénes entendieron el procedimiento de votar con el pulgar y quiénes podrían necesitar ayuda adicional."). Also in Unit 1, there is a checkpoint for understanding of geometric shape vocabulary. A similar checkpoint occurs again in Unit 2. Unit 2 "Read the Text" guides teachers to "Deténgase a comprobar que entiendan el vocabulario difícil y explíquelo si es necesario."

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Another read-aloud activity in Unit 2 prompts teachers, “Pídales que escuchen con atención para identificar las maneras en que las ardillas interactúan con su entorno. Anímalos a que levanten el pulgar cuando escuchen que se menciona una forma.” In Unit 2, the teacher provides students pictures of recyclable materials (glass, metal, paper) and asks them to look in books about recycling to find similar materials. The teacher engages students in conversations to determine if materials can be recycled or not and provides scaffolding support by saying, “Si un niño tiene dificultades para encontrar materiales reciclables en un libro, exploren el libro juntos y señale los materiales en las fotografías. Conversen sobre si estos materiales se pueden reciclar o no.” The students continue to listen to the questions and respond to the teacher accordingly. The materials also provide opportunities for students to hear sounds, appropriate sentence structure, and grammar. In Unit 2, the book *Is Your Mama a Llama* by Deborah Guarino incorporates repeated text structures to help students hear patterns in the texts. In this book, the children can repeat the question “Is your mama a llama?” every time a new animal is shown. Later in Unit 3, students are given repeated opportunities to hear language in a relevant context through a whole group lesson about triangles and their characteristics. Students listen carefully as the teacher describes the shape using the vocabulary “vértice y esquinas.” The teacher says, “Digan el nombre de esta forma. ¿Es esto un triángulo? ¿Y cómo lo saben?” This gives the students an opportunity to hear appropriate sentence structure and grammar.

In Unit 5, “Cultivando nuestro jardín,” the materials provide the teacher with recommendations for using visual support to promote active listening and develop critical thinking skills. In the activity “Resolver el problema de la pizza,” students listen actively to the read-aloud of *The Little Red Hen* in English; however, the students interact with the teacher in Spanish. After reading, the teacher challenges the students by letting them know he/she has a problem and he/she needs their help to make the pizza. The teacher models how to have conversations, and students cooperate and find solutions to create the pizza together.

Materials provide teachers opportunities to model, and children have opportunities to hear sounds, appropriate sentence structure, and grammar in various contexts. For example, when each alphabet letter is introduced in a “Fast Focus” lesson, much emphasis is placed on teaching the letter sound, along with the letter name. Every Welcome and Read-Aloud lesson provides multiple opportunities for children to hear varied sentence structures and the use of many grammar features of language. Unit 2 directs the teacher, “Demuestre cómo hacer una pregunta y buscar información” and Unit 4 guides the teacher, “Demuestre esto dando su opinión sobre el libro y proporcionando ejemplos con oraciones más largas y complejas que combinen más de una idea.” Prompts in read-aloud activities throughout the units encourage the teacher to initiate conversations with children on book content and monitor each child’s growing comprehension and expression skills.

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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.

<b>4.2 Materials &amp; Score</b>	<b>4.2 Rationale</b>
<b>4.2 English IM Meets 4/4</b>	The materials include full lessons to develop the students’ speaking skills, as laid out in the Texas Prekindergarten Guidelines. Throughout the units, the materials provide teacher guidance on developing students’ speaking skills and giving corrective feedback. Materials provide students multiple opportunities throughout the day to practice as well as guidance to work collaboratively to engage in discussions.
<b>4.2 Spanish IM Meets 4/4</b>	The materials provide guidance on developing students’ speaking skills. The materials provide teacher guidance on corrective feedback of students’ speech production, sentence structure, or grammar. The materials support teacher guidance on facilitating activities for students to practice speaking skills and work collaboratively while engaging in discussion using conversational norms.

### English Evidence 4.2

Evidence includes but is not limited to:

In Unit 1, the materials provide guidance for the teacher to support students’ speaking skills. All lessons begin with a welcome song that students sing while the teacher points to the text, modeling sentence structure. The materials provide teacher guidance on introducing the “Think, Pair, Share” strategy, which is used throughout the school year in different settings (e.g., whole and small groups) to provide students with opportunities to practice conversation norms. The teacher introduces all three sections using visuals and models each step. Students then share or talk with their partners following the provided steps. The teacher reads aloud



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*Goldilocks and The Three Bears*, stopping at different parts of the story to ask questions and encourage students to think and predict what happens. The teacher asks students to answer the question “How many bears there are in the story?” by whispering and sharing with their neighbors. The teacher also models paying compliments, using the phrases “I feel happy when...”; “I like it when...”; “I think it’s cool when...” Then, students use compliment cards to support reciprocal interactions, using kind words to let peers know that they like the things they do; this helps children understand the concept of giving a compliment to promote social interaction. The material recommends shorter words and/or phrases to help scaffold struggling students’ responses. Students also have opportunities to record themselves retelling different books and stories and then place them in the “Listening” center for peers to enjoy throughout the year.

In Unit 2, students practice oral language development when they sing a song about shapes to the tune of “London Bridge Is Falling Down.” The teacher uses open-ended questions to promote expressive language. Additionally, the teacher is encouraged to engage students in frequent discussions about solutions. For example, the teacher asks, “What would happen if...?” “How would she feel if he said...?” In a lesson about problem-solving, the materials provide teacher guidance on ways to scaffold verbal responses for students with different speaking abilities. When students need extra support, if students ask nicely, teachers can give them exact phrases to use and practice. Students with limited language are encouraged to use signs or visuals from the “Solution Suitcase” to resolve conflicts.

In Unit 3, the teacher reads aloud *The Chocolate-Covered-Cookie Tantrum*. Students practice critical thinking and expressive language in a Think, Pair, Share, discussing “Why is Sophie angry?” “What does she want?” “Why can't she have it?” Then, the teacher models and scaffolds students’ learning by using longer sentence structures with more than one phrase. The teacher uses a song to review feelings and guides the students to complete a sentence in the song depending on the emotion being expressed.

In Unit 4, the teacher reads aloud *My Friend Is Sad*; students Think, Pair, Share on how they would cheer a sad classmate up. Students also create a class book called *On Monday When It Rained*. To encourage students to actively engage in grammar and sentence structure, teachers give them two sentence stems: “On Monday... happened”; “I was... (students name the emotion).” The teacher uses visuals of emotions to support and scaffold student responses.

In Unit 6, the materials provide teacher guidance on a game that compares the beginning sounds of words. The teacher says: “I have three things: a worm, a weed, and a hat.” The teacher models how to stretch and repeat the initial sound: “W-w-worm, w-w-weed, h-h-hat.” Then, the teacher asks the students which object has a beginning sound that is different from the others and encourages a choral response from all students. Students have opportunities to practice language and conversations that they heard from the teacher during a whole group



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lesson on trees and the interconnection of living things. As an extension, to allow students to practice a variety of sounds and grammar, the materials recommend placing the activity in the “Dramatic Play” center; there, students have the opportunity to use books and props to retell and describe the various ways components of the environment are connected.

### Spanish Evidence 4.2

Evidence includes but is not limited to:

The materials provide opportunities for students to practice sentence structure and grammar across a variety of contexts through four types of daily lessons: “Bienvenida y lectura en voz alta,” “Conexión,” “Grupo pequeño,” and “Repaso rápido.” The materials include these lessons in all six thematic units, providing equitable opportunities for children to develop speaking skills in both whole group and small group. The read-alouds incorporate questioning and provide students the opportunity to practice critical thinking and expressive language.

Materials provide teacher guidance on corrective feedback of students’ speech production, sentence structure, and grammar. For example, teachers are frequently reminded to observe children’s speech and language usage and to provide individual support when needed. For example, a read-aloud lesson guides the teacher to “Observe si los niños usan correctamente frases de cuatro o más palabras. Use sus observaciones mientras continúa el proceso de aprendizaje a lo largo del día y de la semana” (Unit 1, p. 138, paragraph 2). Also in Unit 1, teachers are guided to observe, model, support, and help children apply new language skills throughout the day. Similar explicit instructions on giving corrective feedback and support are provided. Additional examples of prompting teachers to observe, correct, and support children’s developing language abilities are seen in Unit 2, Unit 4, and Unit 5. Children also have opportunities to record themselves retelling stories, which they place in the Listening Center for peers to enjoy. These recordings offer the opportunity for self-correction, along with peer and teacher feedback. The materials do acknowledge that some students will have different verbal abilities. The small group lessons include differentiated instruction for struggling students in the “Más apoyo” section. Unit 2 mentions: “Algunos niños tendrán más facilidad para describir sus observaciones de manera verbal, mientras que otros mostrarán lo que saben por medio de dibujos más que de palabras.” It acknowledges that some students will be more comfortable describing their observations verbally and others through pictures. The materials provide this type of “teacher tip” throughout all units. Though the materials provide teachers with ideas on how to scaffold for struggling learners, they do not give explicit verbal feedback the teacher can provide to adjust and address student errors to support developing speaking skills.

In Unit 4, the teacher reads the book *Prehistoric Actual Size* in English (while student interactions are in Spanish) and invites students to draw the real size of the objects during their time in the art center. After students draw, the teacher encourages students to have

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conversations to compare the size of the current living creatures versus the ones in the past. Materials suggest the teacher ask “¿cuántos ciempiés de la actualidad caben dentro de los prehistóricos?” The questions give students an opportunity to practice sentence structure and grammar in their conversations.

The materials provide support and guidance for students to work collaboratively, engaging in discussions using conversation norms. In Unit 5, during the whole group lesson, students act out two different roles: “el actor que está triste, dolido o enojado” and the person who “intenta ayudarlo a que se sienta mejor.” Students are to pick scenes from the read-aloud book *Friends* by Mies van Hout (while student interactions are in Spanish) and help one another feel better the same way the characters in the book did. Students reenact the story and have authentic conversations around how to help their friends. The teacher can then observe if students use their voice to express their feelings and emotions accurately. Later in the unit, during a small group science lesson about the life cycle of a radish, students draw and write observations in their science journals about radish seeds. The materials guide the teacher to engage students in conversation using past tense verbs about what they may observe, such as “Tal vez vean que las semillas sacaron raíces o que crecieron.” After the students finish drawing their observations, the materials have the teacher model conversational norms by listening to the students while they are sharing their observations they wrote in their science journals. The materials provide opportunities like this throughout all six units and provide teachers guidance for developing students’ speaking skills.

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### 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.
- Materials guide the teacher to access one language to build vocabulary in the other language (e.g. cognates, translanguaging, etc.) (Spanish only).

<b>4.3 Materials &amp; Score</b>	<b>4.3 Rationale</b>
<b>4.3 English IM Meets 4/4</b>	The materials include full lessons to expand student vocabulary, as laid out in the Texas Prekindergarten Guidelines. Throughout the units, the materials follow a progression of vocabulary development that is age-appropriate and includes a variety of strategies that are authentically embedded throughout content-based learning.
<b>4.3 Spanish IM Partially Meets 2/4</b>	The materials support expanding student vocabulary through a progression of vocabulary development that is age and sequentially appropriate with a variety of strategies for strategically supporting vocabulary development that are integrated and authentically embedded in content-based learning. The materials provide some guidance for teachers to access one language to build vocabulary in the second language.

### English Evidence 4.3

Evidence includes but is not limited to:

In Unit 1, a lesson uses the “I Spy” game to facilitate learning new vocabulary and concepts in context. The teacher introduces the words *see*, *describe*, and *friend*. Then, students play I Spy to help them learn one another’s names; students have the opportunity to use age-appropriate vocabulary words. Materials guide teachers to use specific attributes to help students learn concepts: “I see someone wearing green shoes.” Students must find the person being described. In the “Construction Zone” learning center, materials recommend instructional strategies to support vocabulary development through teacher modeling. The teacher encourages students to talk about their buildings by discussing height, how many blocks are used, and how they can build the next tower differently. Then, the teacher introduces

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photographs and drawings of bridges and fences to facilitate learning the concepts in an authentic content-based learning environment.

In Unit 2, the teacher reads aloud *Swimmy* and introduces the emotion vocabulary words *scared* and *lonely*. After the reading, the teacher puts the new vocabulary words in the “Art” center. As an extension, students glue fish pictures onto craft sticks and draw the emotions in an authentic learning environment. Also in the unit, the teacher reviews what students know about animals and plants and then reads *Life in the City*. Using this book, the teacher introduces new earth vocabulary, such as *soil*.

In Unit 3, the teacher incorporates children’s prior knowledge to teach new concepts. For example, in the “Design It, Build It” theme, the teacher explains that “some children like to build with blocks” and points out that they use parts (blocks) to build something else (a toy house). To support this theme, in math, the teacher introduces the vocabulary words *shapes*, *lines*, and *building*. The students apply this new vocabulary when they build letters using shapes and lines. Also in this unit, the teacher reads aloud *Are You Ready to Play?* to introduce the emotion vocabulary *frustrated*, *excited*, and *disappointed*. The teacher refers to the emotion vocabulary in the context of special occasions (e.g., a field trip: *excited*; having to reschedule a field trip: *disappointed*).

In Unit 5, the teacher introduces new vocabulary words in the “Growing Our Garden” theme and then defines them during the read-aloud. The teacher introduces the book *Our Community Garden* and asks the students if they know the vocabulary word *community*. The teacher reads the book and stops at various points to ask and support the students’ understanding of the key vocabulary words. Materials recommend teachers use gestures when describing new vocabulary concepts to engage the students. Students use hand motions and body gestures when the teacher reads, “Dump it. Thump it. Dust it. Knead it. Squash it. Stretch it. Toss it.”

### Spanish Evidence 4.3

Evidence includes but is not limited to:

In Unit 3, the materials include examples for defining new words during a read-aloud of *Albert's Alphabet* by Leslie Tryon (the book is read in English while student interactions are in Spanish). The teacher is guided to use both new geometric and ordinal vocabulary words such as a straight line, curve, vertical, horizontal, slanted, first, second, third, and fourth throughout the read-aloud to explain their definitions. The materials state: “Por ejemplo, para hacer la primera letra, la ‘A’ de Albert, Albert necesita en primer lugar hacer dos líneas rectas del mismo largo. Saca de la caja dos piezas largas y rectas de madera.” The materials introduce new vocabulary

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words with visual supports during read-alouds and incorporate the use of real objects as students build their own letters.

In Unit 4, in the read-aloud of *My Friend is Sad* by Mo Willems (the book is read in English while student interactions are in Spanish), the lesson provides the teacher meaningful ways for children to interact with and use new vocabulary words, such as *happy*, *sad*, *lonely*, and *angry*, in context and thematic relevance. The materials provide students an opportunity to learn through experiences by instructing the teacher to ask questions such as “Pregunte a los niños si alguna vez se sintieron tristes. ¿Alguien los animó? ¿Cómo?” Throughout all six units, there is continued evidence of how the materials support expanding student vocabulary by following a progression of vocabulary development that is age and sequentially appropriate.

Through the use of thematic units, the materials provide strategic support for vocabulary development that is integrated and authentically embedded into the content-based learning. In Unit 2, the theme is “Nuestro entorno,” and vocabulary is connected to the theme through a project where students create a coral reef throughout the unit. The strategies are varied across activities for the whole group, small group, and in centers by providing repeated opportunities for students to hear and practice language within a relevant context. For example, students listen to a bilingual book, *Let’s Visit a Coral Reef Interior*, to hear and listen to vocabulary words, such as “environment-ambiente, clownfish-pep payaso, large-largo, patterns-patrones, etc.” Students have the opportunity to interact with new vocabulary as they create invitations in small groups and centers for their families to come visit the coral reef habitat they created in the classroom.

There was some evidence found in the materials of guidance for the teacher to access one language to build vocabulary in the other language. The materials provide some guidance on the use of cognates or translanguaging found in the Teacher’s Manual but not during the lessons. For example, the Teacher's Manual p. 46, states, “Los docentes de ELD utilizan la lengua nativa en gran parte de la instrucción y la conversación. Separan intencionalmente los idiomas para la instrucción, pero son flexibles para alentar a los niños a hablar usando todos sus recursos lingüísticos, como el translenguaje (Garcia, 2017). En el translenguaje, los ELD utilizan su repertorio lingüístico unificado para crear significado y comunicarse. Los ELD también pueden usar la conmutación de códigos, en la que los niños cambian de un idioma a otro. Estos intrincados sistemas brindan a los niños la oportunidad de utilizar un enfoque multimodal de la comunicación, algo de gran importancia en un entorno lingüístico rico en la primera infancia.” As stated above, the materials do provide support for expanding student’s vocabulary in both English and Spanish, but they do not use cross-linguistic strategies to achieve that goal. Instead, students hear the vocabulary words in English alongside Spanish without any mention of cognates, language transfer, or cross-linguistic connections.

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**4.4 (English)** 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.

**4.4 (Spanish)** Materials include appropriate strategies for supporting students’ biliteracy development.

- Materials include a variety of strategies for supporting students in developing Spanish and English language proficiency.
- Materials highlight opportunities for students to make cross-linguistic connections.
- Materials guide the teacher to leverage student’s prior knowledge in each language as an asset.

<b>4.4 Materials &amp; Score</b>	<b>4.4 Rationale</b>
<b>4.4 English IM Meets 4/4</b>	The materials include full lessons for appropriate strategies that support English Learners (ELs) in developing their English language skills. The materials include strategies to use the students’ first language as a foundation for learning English and include guidance on appropriate content, as laid out in the Texas Prekindergarten Guidelines. Throughout the units, the materials provide guidance on a variety of strategies to support ELs and develop the students’ vocabulary in both English and the students’ home language.
<b>4.4 Spanish IM Partially Meets 2/4</b>	The materials do include a variety of strategies for supporting students in developing Spanish and English proficiency. There are opportunities for making cross-linguistic connections, but they do not include cognates. There is no evidence for guiding the teacher to leverage students’ prior knowledge in English, only in Spanish.

### English Evidence 4.4

Evidence includes but is not limited to:

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In Unit 1, the materials provide strategies to reinforce content for ELs. These incorporate a chant, a movement activity, and total physical response to reinforce the concepts of “friendship” and “taking turns.” The students sing a chant to the tune of “If You’re Happy and You Know It.” The teacher tells the students that one of the things that they can do is count. The teacher encourages the students to do the chant using the name Johnny. Then, the teacher replaces that name with one of the students’ names; students participate in the chant, giving everyone a turn. The materials recommend the teacher incorporate vocabulary from the lesson in the child’s home language, utilizing different resources for help, such as parents, siblings, or others.

In Unit 3, teachers use the total physical response strategy to teach ELs new vocabulary. The teacher encourages students to play the “Simon Shows” game (similar to “Simon Says”). The teacher says the word *wiggle*, and the students demonstrate the movement. In a lesson on self-regulation and emotion management, the teacher shows ELs emotion cards translated into their home language. This supports vocabulary development and an understanding of how to use students’ first language as a foundation for learning English. In another activity, the teacher creates the snack “Ants on a Log” together with the students. The teacher encourages and supports ELs by showing them the “Ants on a Log” poster, visuals of the vocabulary words in their home language, and ingredients from their culture to resemble those from the “Ants on a Log” poster.

In Unit 5, as an EL strategy, the teacher leads a book walk so that students can hear vocabulary related to squirrels and gain background knowledge for small group instruction. In a small group lesson about feelings, the teacher reviews the emotions chart with the students. The teacher identifies the word *happy*, finds the word in the students’ first language, and shows different photos of people making happy faces to reinforce the vocabulary word.

In Unit 6, the teacher supports ELs’ vocabulary development by incorporating visual strategies into the lesson. The teacher makes a sign that says, “I like pre-K because....” Students use this sentence stem to share; the teacher uses photos to provide examples of the students’ responses. The materials suggest that the teacher can translate the words *change* and *grow* into ELs’ first language and use several photos of themselves growing up to help students understand the new vocabulary words.

### Spanish Evidence 4.4

Evidence includes but is not limited to:

In Unit 1, the materials provide limited strategies to support proficiency in Spanish and English, such as repetition. For example, during “Repaso rápido,” “Cinco pequeños sentidos” activity, the

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teacher reads the poem “Cinco pequeños sentidos” in both English and Spanish to teach students about the five senses. The teacher reads the poem once, then invites the children to repeat it in Spanish; then, the lesson includes an English extension by having the poem available in English to read at a later time. The materials include a callout “ESL” box that suggests using Total Physical Response (TPR), a language acquisition strategy, as children use their fingers to point to their eyes, ears, nose, mouth, and hand and connect each body part to a sense. The repetitive phrases in the poem support listening, speaking, and learning new words in both languages.

In Unit 3, there is some evidence that the materials provide opportunities for students to make cross-linguistic connections in a whole group math lesson about two-dimensional shapes. For example, the teacher introduces suffixes to help students define the word triangle in Spanish. The resource states “...diga a los niños, ‘El tri de triángulo significa ‘tres’ (como en triciclo, trillizos y trípode), y hay tres ángulos.’ Los ángulos son dos lados que se unen en un punto: el vértice.” In English, the students are taught a poem to help them acquire the word triangle. Later in small groups, students walk around the room, and when the teacher calls out “triangle,” they find a triangle and stand by it. The teacher checks for understanding by asking, “¿Cómo saben que se están parando sobre la forma correcta?” and encourages students by saying, “Muy bien: los triángulos tienen tres lados rectos y tres ángulos.” Although the materials do not provide explicit instruction or make connections to cognates, students are given opportunities to make cross-linguistic connections across whole group lessons, small group lessons, and center activities.

The materials use English text during Spanish instruction. Students engage in discussions about the vocabulary and use them in conversations with the teacher and peers. In Unit 4, after read-aloud “Bienvenida y lectura en voz alta,” the teacher focuses on the vocabulary words *collect*, *collection*, *collector*, and *museum* from the book *Hannah’s Collections*. The teacher uses the English vocabulary and then uses the Spanish vocabulary to talk about things she/he collects. Then the teacher asks students questions about their collections: “¿Qué tipo de objetos colecciona? ¿Qué características comparten los objetos? ¿Cuándo comenzó su colección? ¿Por qué colecciona ese tipo de cosas en particular? ¿Qué la hace feliz al respecto?” However, the materials do not bring to attention that the vocabulary words are cognates. The materials include lessons like the example above throughout all units and lessons to support students in developing their English and Spanish language proficiency.



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**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.

<b>5.1 Materials &amp; Score</b>	<b>5.1 Rationale</b>
<b>5.1 English IM Meets 4/4</b>	The materials include full lessons on developing oral language skills, including authentic text conversations, as laid out in the Texas Prekindergarten Guidelines. Throughout, the units provide opportunities, support, and guidance for students to actively listen, ask questions, and work collaboratively to engage in discussions to understand and share information learned.
<b>5.1 Spanish IM Meets 4/4</b>	The materials include lessons that develop oral language skills that support active listening and understanding of information through authentic text conversations. Multiple opportunities are presented for students to engage in discussions centered around ideas and information about texts. Guidance is provided throughout the materials to support students as they engage in authentic conversations.

### English Evidence 5.1

Evidence includes but is not limited to:

Across all units, materials include opportunities for students to share information and ideas about texts through the learning centers. Included guidance supports the teacher in setting up “Dramatic Play” centers to include texts and materials; for a restaurant-themed center, these include menus, order pads, and books. These materials support oral language development through play. In Unit 1, the teacher reads the book *Classroom Up Close* and asks students to predict the image on each odd page, showing the page close up and giving clues. Students provide an oral response, and the teacher asks, “Why do you think so?” The teacher models a response and then expands on the response with more details to support oral language development. After reading the book *Our Senses*, the teacher asks, “What sense did you use to

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listen to the word I was saying?” and “What part of your body did you use to see the photographs in the book?”

In Unit 2, when reading aloud *Why Should I Recycle?*, the teacher asks guiding questions to direct a whole group discussion. The teacher asks, “What else can we recycle?” Some of the examples on the next few pages include reusing old items and sending things to the recycling center. The teacher asks students to talk and share about ways we can reuse things (e.g., recycling bags at the supermarket or clothes we don’t wear anymore). To develop and encourage oral language skills, the teacher asks students about different ways they can recycle. To encourage collaboration, the teacher introduces a “Shape” game. Students search for the person with the same shape and then do a “Think, Pair, Share” to confirm the match by discussing the attributes of the shapes.

In Unit 3, during a read-aloud of *Who Hops?* the teacher stops periodically and asks students to make comparisons to human feet or to compare two animals from the book. The teacher asks the students, “How are the frog’s feet different from human feet?” and “Are there functions or jobs that frog feet can do that human feet cannot?” Students answer the questions using the “Think, Pair, Share” strategy, engaging in discussion to understand the information in the text. During a read-aloud of *Albert’s Alphabet*, the teacher asks many open-ended questions. In a whole group activity, the teacher encourages the students to retell the story. The teacher models thinking aloud by using the sequential words *first*, *second*, *third*, and *fourth* to describe the steps Albert takes to build his letters in the story. On one page, the teacher stops and encourages students to help retell what is happening by describing how letters are shaped and built.

In Unit 4, the teacher reads aloud *Maisy Goes to the Museum* and leads a discussion about things Maisy and her friends see in the museum. The teacher models how to give an opinion, using longer, complex sentences that combine more than one idea: “I like this book because it helps us learn about what we might see in a museum....” Students share their opinion of why they like the book in the whole group discussion.

In Unit 5, while reading *Growing Vegetable Soup*, the teacher asks open-ended questions to elicit discussion about tools and how they help gardeners. After reading the story, the teacher asks the students, “What do gardeners do to grow the garden?” The students Think, Pair, Share about the steps the gardener takes to grow the garden. The teacher writes the steps on chart paper (“First, they...”), then asks students, “Can you think of anything you might have to do before you can plant the seeds?” and “Why do you think the watering has to happen after the seed planting?”

### Spanish Evidence 5.1

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## English and Spanish Prekindergarten Program Summary

Evidence includes but is not limited to:

The materials include opportunities for children to listen actively to a variety of texts. Students are engaged in daily conversations through the read-alouds. Teachers provide a myriad of opportunities to increase their listening and speaking skills during discussions, and students are challenged to use their higher-order thinking skills through provocative open-ended questions before, during, and after the read-aloud. The materials contain lessons that provide regular and varied opportunities for children to build oral language through authentic discussions related to texts read aloud. The materials contain lessons that include opportunities for children to share information and ideas about texts. The lessons include think-alouds that support the teacher in encouraging children to engage in open-ended discussions related to information in texts.

In Unit 1, teachers are guided to encourage children to respond, ask questions, and make connections during the read-aloud. For example, guidance for teachers states: “¿Qué colores y formas ven hoy en la sala de clases?” “Hagamos música. ¿Podemos cantar y tamborilear con las manos en forma tranquila?” “¿Qué alimentos les gusta oler?” “El libro dice que la arena es áspera. ¿Qué otra cosa que tocan es áspera?” “¿A qué saben las paletas heladas?” The materials also encourage teachers to ask open-ended questions to help students actively participate during read-alouds and facilitate authentic conversations. Questions such as “El libro dice que la arena es áspera. ¿Qué otra cosa que tocan es áspera?” allow students to make connections to new vocabulary words. Questions are also connected to science, as the teacher encourages students to think about how they use their senses during the read-aloud, “¿Qué sentido usaron para escuchar las palabras que yo decía?” “¿Qué parte de su cuerpo usaron para ver las fotografías del libro?” Guidance continues as students are asked to think about their senses and make connections to different classroom objects. Through open-ended questions and connections to their environment, students are able to engage in conversation and discussion around the topic of study.

The materials provide lesson tips for the teacher to expand upon children’s conversations related to texts. For example, each lesson provides a box called “Notas,” which includes tips, definitions, or explanations that will help teachers implement the lesson and expand on the themes or topics of interest. For example, in Unit 4, Semana 2, Day 3, during the read-aloud *Rex Wrecks It!* by Ben Clanton, the teacher provides opportunities for students to have conversations by expressing how Rex was feeling and why he was experiencing these feelings. The guidance provides information about feelings and provides a sentence stem to engage students in conversation: “Esta lección se centra en las emociones. Aunque puede hacer que los niños narren una trama, también puede rotular las ilustraciones de manera más simple basándose en las emociones: “Parece estar... porque...” Students discuss if the story is fiction or nonfiction (*real o imaginario*) and give examples from the story of why they think it is real or imaginary. Students engage in conversations and practice their vocabulary as they express their opinions. These suggestions allow students to use oral skills and express their feelings in complete sentences through the sentence stems provided.

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## English and Spanish Prekindergarten Program Summary

The materials include opportunities to demonstrate appropriate reading behaviors, including listening and engaging in discussions related to texts read aloud. They also include book introductions and questions for during and after the reading that help the readers connect with the main topics of the story. For example, in Unit 5, week 1, “Cultivando nuestro jardín,” the teacher shows the front cover and introduces the book that they will read. The materials guide the teacher to review concepts of print and engage students in discussion: “Pregunte si alguien sabe lo que significa la palabra comunidad. Explique que, en el libro, una comunidad es como un vecindario.” After the read-aloud the teacher discusses planting as the central concept of the book: “Hable con los niños sobre cómo se siembran las semillas y hágalas ver que Zinnia lo hace con cuidado y delicadeza. Haga preguntas como la siguiente: ‘¿Por qué creen que tiene tanto cuidado cuando siembra semillas en su huerta?’ Pregúnteles por qué Zinnia arranca las malas hierbas de su huerta. ¿Qué diferencia existe entre las malas hierbas y las plantas de Zinnia?”

In Unit 6, week 1, day 5, during the read-aloud of the fiction book *Kindergarten Rocks!*, the materials provide opportunities for engaging students with questions that activate their prior knowledge. The resource states: “Pida a los niños que reflexionen sobre lo que saben del jardín de niños. Por ejemplo, ¿qué es el jardín de niños? ¿A qué se parece? Dígalos lo que es el jardín de niños si no lo tienen claro. Explique que este libro es sobre Dexter y su perro, Rufus, que van al jardín de niños. La hermana de Dexter, Jessie, trata de enseñarle cómo será el jardín de niños. Explique que los niños irán identificando las emociones que Dexter y Rufus sienten en torno al jardín de niños y luego hablarán sobre algunas de las emociones que ellos podrían sentir por ir al jardín de niños.” During the read-aloud, students listen actively and respond to the text as they make the connection with the character and the situation. After the story, the teacher challenges students to think about their feelings about going to kindergarten and what they need to do to deal with their emotions. The book invites students to listen actively and challenges them to engage in a discussion that is related to them and how they feel as they are about to move to kindergarten.

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## English and Spanish Prekindergarten Program Summary

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 take into consideration the specific characteristics of Spanish phonics (syllabication) and their implications when teaching phonological awareness (Spanish only).
- Materials include a variety of types of activities that engage students in identifying, synthesizing, and analyzing sounds/syllables<sup>3</sup>.
- Materials allow for student practice of phonological awareness skills both in isolation and connected to alphabetic knowledge skills.

<b>5.2 Materials &amp; Score</b>	<b>5.2 Rationale</b>
<b>5.2 English IM Partially Meets 2/4</b>	The materials provide guidance for direct instruction and a variety of activities and opportunities for students to practice phonological awareness skills. However, the materials do not follow the research-based developmental continuum of how children acquire phonological awareness, as outlined in the Texas Prekindergarten Guidelines.
<b>5.2 Spanish IM Partially Meets 2/4</b>	The materials provide guidance for direct instruction, including ongoing opportunities for students to engage with a variety of activities to practice phonological awareness skills. Materials do not address or provide a research-based developmental continuum of how children acquire phonological awareness in Spanish. In the lessons, there are considerations to the specific characteristics of Spanish phonics (syllabication); however, other components do not align with Spanish phonological awareness development.

### English Evidence 5.2

Evidence includes but is not limited to:

In Unit 1, the teacher introduces a word game to blend and segment words within a compound word. The teacher encourages the students to guess the word: “Sun (wait 1 second) flower.” The

<sup>3</sup> “/syllables” included in the Spanish Prekindergarten rubric only.

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## English and Spanish Prekindergarten Program Summary

teacher asks, “What word is it when you put the two parts together?” If the students don’t answer, the teacher says, “It’s ‘sunflower’! I said ‘sun-flower.’ When we put these two parts together, they make a big word, ‘sunflower!’” To supplement the activity, the teacher uses picture cards to demonstrate the two words coming together. In another activity to identify and blend sounds, the teacher models how to pat the beats to different words, segmented and blended. Students practice blending two-syllable words, patting *Al/ex*, then blending to form *Alex*. Students take turns with the other names in the classroom to develop phonological awareness. Phonological awareness activities are included in daily lessons, but materials do not display a clear progression of skills across the year.

In Unit 2, the teacher leads students in a “multisyllable grab bag” game focusing on the phonological awareness skill of blending syllables into words. The teacher models: She puts a hand in the bag and slowly says the syllables of the item she plans to pull out first. For example, for *bicycle*, the teacher slowly says *bi-cy-cle*. The teacher says the word as syllables two to three times and gives students a chance to decide on the word. Then, as she pulls the item out of the bag, the teacher asks the students to say the word. The teacher and students sing “Old MacDonald Had a Farm,” and the teacher adds a different consonant to the vowel section of the song (e.g., “Old MacDonald Had a Farm SE-SI-SE-SI-SO”). This is a playful way for students to play with and manipulate sounds. The teacher reads aloud the book *Is Your Mama a Llama?* to encourage play with rhyming words. During the reading, the teacher emphasizes the rhyming word and stops to give students a chance to say the word. For example, the teacher reads, “You are right about that. I think your mama sounds more like a....” The teacher pauses to encourage the students to say, “Bat!” If students have difficulty, the teacher provides the sound of the first letter in the word.

In Unit 3, children practice segmenting and deleting syllables from words, with teacher explanation and support. Also, Unit 3 includes numerous activities to build rhyming skills and skills in recognizing and producing words with the same beginning sound.

In Unit 4, the teacher introduces the letter *C*, giving its sound, shape, and words that begin with the */c/* sound. The teacher shows the alphabet card for the letter *C* and says, “This is the letter *C*. It makes the sound we hear at the beginning of the word ‘cat.’ */C/ /c/ ‘cat.’*” The teacher uses some of the other initial-sound cards to emphasize the letter and the picture again. The teacher also blends syllables with the ending */op/*. Students listen as the teacher says the initial sound */t/* and then */op/* to make the word *top*. The teacher encourages the students to blend words such as *chop* and *hop*. The teacher introduces the letter *J* and the sounds it makes, using different words that begin with */j/*. The teacher then asks students to identify other words that start with the */j/* sound. At the end of the lesson, students learn the physical traits of *J* and air write the letter; students practice phonological awareness skills both in isolation and in connection to alphabetic knowledge skills.

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# English and Spanish Prekindergarten Program Summary

In Unit 5, the teacher plays a segmenting game with the students and asks, “If I put the sounds /b/ /ee/ together what is the new word I have?” Students respond chorally. The teacher tells students that they are going to play a game with a bag of healthy foods. The teacher models by choosing a card and blending the phonemes (e.g., /f/ /i/ /sh/ for *fish*). Then, students pull out a card and say the sounds of the new word.

### Spanish Evidence 5.2

Evidence includes but is not limited to:

The materials take into consideration the specific characteristics of Spanish phonics (syllabication) and their implications when teaching phonological awareness. In Unit 2, “Repaso rápido, Pulsos silabicos Week 4, Day 1,” students have the opportunity to play a game by breaking the words into syllables while they clap. Later in Unit 2, Week 4, Day 1, “Repaso rápido, Marcar el compás de los nombres ¡Acción!,” the teacher reminds students how words are composed of syllables. The teacher and students interact in a movement-based game in which the teacher takes a student's name out of a bag, reads the name, and breaks it into syllables while the students clap. The teacher says, “Elija una tarjeta con un nombre y repítalo lentamente: Mi-guel. Mi-guel. En grupo, aplaudan para marcar las sílabas de la palabra: Mi-guel. Mi-guel.” These lessons provide examples of how students play games, which integrates movement to assist the students with phonological awareness skills.

The materials include a variety of types of activities that engage students in identifying, synthesizing, and analyzing sounds/syllables. In Unit 3, Week 2, Day 1, during “Repaso rápido, Desarmando palabras ¡Acción!,” the teacher reminds students about a game they played with words the week before. The teacher begins by saying a large word (two syllables) that is made up of smaller parts, and then removes a part (syllable) from the word. Students listen and say what small part is left. The teacher uses the same technique with three-syllable words and takes the first and last syllables from the word to make sure students understand words are large units of sound composed of smaller units. The script says, “Mi palabra grande es árbol. Digan árbol. Ahora, si le quito el *ár* a árbol, ¿qué parte más pequeña queda? -bol.” Students have the opportunity to practice syllable deletion with familiar words.

In Unit 5, the “Repaso rápido, Únelos ¡Acción!” lesson, the teacher explains to students that they will be blending sounds to create words. The teacher prompts students to listen and pay close attention to the sounds. The teacher models, “Enséñeles el proceso haciendo los sonidos /s/ e /i/. Pronuncie los dos sonidos una vez más y explícales que, al combinarlos, se forma la palabra sí.” The materials include suggestions on what sounds to use and how working with these sounds will support students: “Notas: Tal vez les resulte más fácil a los niños empezar con sonidos que se puedan alargar, como la /m/ en me y la /s/ en sí. Cuando use sonidos que no se puedan alargar, como /p/, trate de hacer ‘uh’ lo menos posible al final del sonido. Esto hará que

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les resulte más fácil combinar los sonidos. Prepare objetos o fotos de algunas de las palabras de las listas para ayudar a los niños a identificar la palabra que está diciendo.”

The lessons in the material do not distinguish between onset and rhyme and syllabication. They include a lesson that blends both concepts, mirroring them to make them equivalent, when in reality they are not; this makes it confusing for students in their future grade levels.

Research-based guidance on how the developmental continuum was created is not available. Resource does not state research about Spanish phonics or phonological awareness development.



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## English and Spanish Prekindergarten Program Summary

**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 in Spanish.
- Materials provide teacher guidance on direct introducing, modeling, and using letter names and sounds (English only).
- Materials provide teacher guidance on direct (explicit) introduction, modeling, and using letter names, digraphs, and sounds (Spanish only).

<b>5.3 Materials &amp; Score</b>	<b>5.3 Rationale</b>
<b>5.3 English IM Meets 4/4</b>	The materials include full lessons with direct instruction on alphabetic knowledge skills, as laid out in the Texas Prekindergarten Guidelines. Throughout the units, the materials provide teacher guidance on direct instruction of letter names and sounds, following a research-based sequence for the introduction of alphabetic knowledge.
<b>5.3 Spanish IM Partially Meets 2/4</b>	The materials provide direct instruction for alphabetic knowledge skills; however, there is no research-based, strategic sequence for introduction. The materials provide direct instruction and modeling for letter names and letter sounds.

### English Evidence 5.3

Evidence includes but is not limited to:

In Unit 1, the teacher introduces students to the alphabet chart by sharing or pointing to letters that should look familiar to them. The teacher and students sing the “Alphabet Song,” and the teacher points to each letter. The class plays a game: The teacher draws a student’s name out of a bag and asks whose name it is; the teacher guides the student to state the letters in the name, and the student finds the first letter of the name on the alphabet chart. In the “Teacher Handbook,” the materials recommend the teacher use the “Alphabet Pronunciation Guide,” which models each alphabet sound for the teacher. This activity supports the teacher in modeling the long and short sounds of each vowel and consonant. Following this guidance, the teacher reviews the sounds consistently. The teacher is supported with a list of words and T-chart examples to use to introduce the letter and sound. Throughout all units, the “Lila’s Letter” activity helps teachers introduce letters and sounds using a large alphabet chart and Lila the puppet.

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In Unit 2, the materials provide teacher guidance for direct instruction on new letters and sounds using the Lila's Letter activity. The teacher uses Lila the puppet to introduce the letter *L* and the sound it makes. The teacher shows the alphabet card for *L*, and Lila says, "This is the letter 'L.' It makes the sound we hear at the beginning of the words /l/ /l/ 'look' and /l/ /l/ 'leaf.'" The teacher shows some of the initial-sound cards again and emphasizes how the letter *L* starts each object's name.

In Unit 3, the "Albert's Alphabet" activity supports learning letter names and sounds in the "Construction Zone" center. The teacher provides letter cards as models for designing and building letters out of blocks, plastic stir sticks, modeling clay, or pipe cleaners. The teacher introduces the initial letter sound cards for *Ff* and says the names of the objects on the card. The teacher asks the students to guess what letter they will be learning. Lila the puppet shows the students the *Ff* card and says, "This is the letter 'Ff.' It makes the sound we hear at the beginning of the word 'fish.'" Then, the teacher asks the students to place items or pictures that begin with the letter *Ff* inside a hula hoop. The teacher shows the students how to select *Ff* words, saying the name of the item (e.g., *frog*) and saying the letter sound.

In Unit 4, in the "Letter Bag" activity, students manipulate and interact with letters, communicating their understanding of different letters and sounds. The students pass around the Letter Bag, choose a letter, feel it, pull it out, and say the letter name or sound or point to it on the letter chart. The teacher uses Lila Letter to introduce the alphabet card for *Ii*. Lila says, "This is the letter 'I.' It makes the sound we hear at the beginning of the word 'iguana.' /i/ /i/ 'iguana.' The letter 'I' also makes the sound we hear at the beginning of the words /i/ 'icicle' and /i/ 'ice cube.'"

In Unit 5, students play "Six Little Letters." The teacher gives each student an alphabet card; cards include letters from the unit (*H, Q, W, X, Y, Z*) and letters in students' names that they struggle with. The students listen for the sound their letter makes and stand up, singing the song "Six Little Letters" to the tune of "Six Little Ducks." Each day, the materials support the teacher with activities that focus on alphabetic skills and different letters; a special focus is on letters in students' names. The teacher shows the students the letter *Qq* and Lila says, "This is the letter 'Q.' It makes the sound we hear at the beginning of the word 'queen.' /kw/ /kw/ 'queen.'" The teacher asks, "Do you know anyone in this room whose name starts with 'Q' like /kw/ /kw/ 'queen? Great observation! Quinn's name begins with the letter 'Q.' /kw/-inn. Quinn." The teacher introduces the shape and sound of the letter *H*; the teacher shows the students how the uppercase *H* and lowercase *h* are formed. The teacher uses descriptive words, such as "Straight line down, straight line down, and straight across the middle"; or "Straight down, back up, curve around, and straight down." The students are encouraged to follow along by drawing on the carpet or in the air with their fingers. The teacher shows students the

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alphabet card for *Hh*. Lila Letter says, “This is the letter ‘H.’ It makes the sound we hear at the beginning of the word ‘horse.’ /H/ /h/ ‘horse.’”

### Spanish Evidence 5.3

Evidence includes but is not limited to:

The materials state that all alphabet letters are taught; however, it is not expected that students learn them all. The materials reference research and state that: “One study suggests that the optimal goal is eighteen letter names uppercase and fifteen lowercase letters by the end of preschool (Piasta, Petscher, and Justice, 2012). The specific letter names each child learns will vary, depending on the child's name and other factors.”

The materials include a list of the order in which letter names / letter sounds are introduced for the English language in the Formative Assessment resource. The materials do not embed or include a separate list addressing Spanish alphabetic knowledge such as *ch*, *rr*, or *ñ*, although *ñ* is taught in Unit 3. Within the materials, each letter is formally introduced in a “Fast Focus” lesson to provide children an opportunity to learn its name, the sound it makes, how to write it, and to identify words that start with that letter. The “Manual del maestro” specifies that each letter of the alphabet is introduced throughout the six units but does not provide any specific sequence on when to introduce each letter of the alphabet. The manual specifically indicates avoiding letter-of-the-week thinking. All lessons that introduce alphabet letters include both upper- and lower-case letters and have children practice reading and writing both forms. The materials encourage teachers to introduce the Spanish alphabetic knowledge through the “Repaso rápido” and take advantage of every single teachable moment to introduce the sounds and letters of the alphabet through the science, literacy, math, and social-emotional lessons. Letters previously introduced spiral throughout the units, providing more opportunities for students to learn the name and sound. Spiraling increases prior knowledge, boosts retention, and is effective with all learners. It spreads learning out over time, which leads to long-term mastery of skills and concepts.

In Unit 1, Week 1, Day 1, in the “Repaso Rapido, Mirando Letras ¡Acción!” lesson, the teacher introduces the alphabet to students. The teacher shows the students the letters “A y B” and tells them that they are the first letters of the alphabet. The teacher asks students to name which other letters they know. Then the teacher asks students about other letters: “¿Reconoces esta letra? Esta es la letra Mm. Tiene el sonido /m/.” The teacher guides students in singing the alphabet song while pointing to the letter cards.

In Unit 2, Week 5, Day 1, in “La letra B ¡Acción!,” the teacher introduces the letter “B” by using the puppet “Lila Letras.” The teacher shows the photos of the initial sound cards with the letter “B.” Then, the teacher models for the students the sound of the letter “B” by saying some words

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with the beginning sound “B.” The teacher asks if there are any student names that start with the letter sound “B.” The script says: “Esta es la letra B. Hace el sonido que escuchamos al comienzo de la palabra balón: /b/ /b/ balón, y de la palabra bolsa: /b/ /b/ bolsa.” If a student’s name starts with B, the teacher then asks, “¿Conocen el nombre de alguien en esta sala que empiece con B como /b/ /b/ balón y /b/ /b/ bolsa?” The teacher emphasizes the initial sound as the name is repeated: “¡Excelente observación! El nombre de Broderick empieza con la letra B. /b/ –roderick. Broderick.” The teacher then asks students to say other names that start with the /b/ sound. This lesson helps students apply the unknown sound with familiar words and make a connection.

In Unit 4, week 1, day 4, “Repaso Rapido, Comparar la li y la Jj ¡Acción!” has students compare the letters li and Jj using the provided sound cards. Before the lesson, the teacher gathers all sound cards that correspond with li and Jj. During the lesson, the students sort the cards based on their initial sounds. The lessons prompt teachers to have students observe the visual difference between the letters.

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## English and Spanish Prekindergarten Program Summary

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.

<b>5.4 Materials &amp; Score</b>	<b>5.4 Rationale</b>
<b>5.4 English IM Meets 4/4</b>	The materials provide full lessons with direct instruction in print knowledge and concepts as laid out in the Texas Prekindergarten Guidelines. Throughout the units, the materials provide guidance on direct instruction in print awareness and connection print awareness to books/texts. There are opportunities for students to understand the functions of print within the context of school experiences. Materials follow a developmentally appropriate and research-based sequence of print awareness skills instruction and provide multiple opportunities for students to practice these skills.
<b>5.4 Spanish IM Meets 4/4</b>	The materials provide direct instruction in print knowledge and concepts of print. The materials provide opportunities for students to develop an understanding of the everyday functions of print and opportunities to develop print awareness.

### English Evidence 5.4

Evidence includes but is not limited to:

Throughout the materials, teachers have guidance in exposing students to print via various daily activities. For example, students draw and write during science investigations. The teacher points out letters in science books; for example, during a read-aloud about squirrels, the teacher points out the *S* for *squirrels* and *T* for *teeth*. Also, the teacher uses words such as *start* and *finish* in math games, introduces print materials in the “Dramatic Play” center, and puts

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books about construction in the “Construction Zone.” During transitions, students play games and learn literacy at the same time: “Everyone whose name starts with the /s/ sound can move to their rest mats.” Included research supports the teacher in understanding the importance of connecting and teaching print awareness through read-alouds: “Research suggests that we should actively work to draw children’s attention to the print, using both verbal and nonverbal strategies (Justice and Ezell, 2002; Justice et al., 2010)” Strategies include running a finger on top of letters as they are read, asking students where to start to read, and pointing out words that appear with pictures, such as labels and signs. The teachers note features of letters and words and counting words with students. Materials include a research-based sequence of foundational skills instruction and opportunities for sufficient student practice.

In Unit 1, students explore book-making materials, and the teacher introduces the “Meet Our Class” book. The teacher displays examples of various title pages and a name chart showing all the students’ names. The teacher models how to make the title page, and students practice writing in their name as the author of the class book. The teacher reinforces print conventions by modeling and encouraging the students to use uppercase and lowercase letters when they write their names. Students also assist the teacher in making center signs and classroom labels. Students write letters for center names, decorate the letters and sign, take photographs of classmates, and illustrate how many classmates can be in a center at one time. The teacher also incorporates print into the “Book Nook” center: An alphabet-chart match activity encourages students to point or name letters in their names or those previously taught. Students start with familiar letters and, as the unit progresses, are encouraged to point to or name a letter and to count the number of times it appears on a page.

In Unit 3, students learn about the differences between the pictures and the words in a text. The teacher reads aloud *Not a Box* and points to the words in the text; students look at the pictures to connect their print awareness to the text being read. During the read-aloud *Who Hops?* the teacher points out periods and question marks; the teacher tells students that question marks mean someone is asking a question. The teacher guides the students to point out question marks in the rest of the book and practice drawing them in the air. The teacher reads *Dream Something Big* and tells students that words are what we read in a book; the teacher shows how bold text means the author wants to say that something is important.

In Unit 4, after the read-aloud *The Knight and the Dragon*, students practice what they have been learning: They make felt cutouts of the characters from the book and reenact scenes. Students then reread the book. In another activity, the “Dramatic Play” center is transformed into a museum; students pretend to be curators and create exhibits. The teacher makes name tags that read *Museum Curator*, and students use them while sorting toys, dolls, and dress-up clothes. With the teacher’s help, students create labels by writing words on index cards. Finally, students take photographs of their exhibits. This allows students to authentically engage in print awareness activities at school.

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In Unit 5, students authentically engage with print through the Dramatic Play center and other learning centers. Within the “Farmer’s Market” theme, students engage with print via food labels, pads of paper and pencils for taking orders, and advertisements. Lessons promote print awareness that becomes more complex. For example, during the *Growing Vegetable Soup* read-aloud, the teacher points to the labels of the tools in the story and explains what the labels do. The teacher points to a period at the end of a sentence and explains that periods tell us to pause or stop for a moment and that authors use them when the sentence is not a question. The teacher encourages the students to point out a period in a book and draw periods in the air. The teacher places cards with books in the “Show What You Know” center; students use these for practice and exposure to print. As time allows, the teacher rereads books and refers to print concepts, such as print direction, space between words, print in pictures, and appropriate book handling.

### Spanish Evidence 5.4

Evidence includes but is not limited to:

“Guía del maestro” states how the curriculum developed the read-aloud sections, “Bienvenida y lectura en voz alta,” in the daily lessons. During these lessons, the teacher has the opportunity to make connections to the text and review concepts of print before, during, and after the read-aloud. The lesson provides focus areas for each book, which are based on the concepts that will be covered and the day of the week. The materials develop print awareness skills, such as parts of the book, labels, environmental print, print directionality, and reading from top to bottom, to name a few.

Materials provide opportunities for students to develop an understanding of the everyday functions of print in context to the students’ experience at school. Teachers can show everyday uses of print by setting up a print-rich environment. For example, the “Principal’s Manual, Organizing the C4L Classroom” section provides tips on how to place visuals throughout the classroom and label shelves with images to support students with locating and returning materials. For a print-rich environment, the materials recommend classroom schedules, classroom expectations, and center signs. The materials provide examples, such as children’s photos and names on their cubbies, and explain how teachers gradually need to increase visuals, encouraging the children to make their own signs for the classroom. The materials provide printed visual cards that are part of the Pre-K Kit. The kit contains alphabet letter cards, initial-sound cards, embedded alphabet cards, and alphabet charts. There are center signs, how-to texts, and other materials to encourage children to notice and begin to recognize environmental print and use certain types of text for specific purposes.

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## English and Spanish Prekindergarten Program Summary

Materials follow a developmentally appropriate continuum for the development of print awareness knowledge. For example, In Unit 1, “Bienvenida y lectura en voz alta,” the teacher introduces the book *Goldilocks and the Three Bears* and covers some concepts of print before the read-aloud. The teacher points to the front cover and reminds students that the book title is also the name of the book: “El título del libro es *Goldilocks and the Three Bears* (señale el título).” Then the teacher tells the students that the author is the person that writes the book: “El autor de este libro es Valeri Gorbachev (señale el nombre del autor).” The materials continue this concept of print of book introduction throughout the lessons.

In Unit 3, “Bienvenida y lectura en voz alta,” the teacher introduces the book *My Car* and shows the progression of concepts of print. The teacher begins by showing students the book cover and asks students to make connections to cars: “¿Qué saben sobre ellos?” The teacher reads the title and points to the words. The teacher reads the name of the author and asks students to define what an author is. During the read-aloud, the teacher stops on the page with traffic signs and ask students where they have seen them before. The teacher then makes the connection to environmental print as having meaning without being able to read.

Unit 5, “Bienvenida y lectura en voz alta,” the teacher introduces the book *Growing Vegetable Soup* and asks the students what they know about Lois Ehlert, the author of the book. Students' responses are based on what they observed on the cover page. The lesson provides explicit directions on how to provide print awareness throughout the lesson by pointing at the labels, “rótulos,” of the tools and explaining their function. The teacher calls attention to different punctuation in a sentence and its functions. The lesson states: “Cree conciencia de la palabra impresa señalando los rótulos de las herramientas del cuento. Explique cual es la función de los rótulos. Muestre un punto al final de una oración. Explique que los puntos nos indican que debemos hacer una pausa o detenernos por un momento.” This lesson is an example of how each unit provides materials with direct instruction in print awareness and connects print awareness to books/texts. Students have a myriad of opportunities to develop their readiness skills.



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## English and Spanish Prekindergarten Program Summary

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.

<b>5.5 Materials &amp; Score</b>	<b>5.5 Rationale</b>
<b>5.5 English IM Meets 4/4</b>	The materials include a variety of text types and genres across contents that are of high quality and at an appropriate level of complexity. Throughout the materials, the text selection is the appropriate level of complexity for students’ developmental level. It includes both fiction and nonfiction texts and a variety of types of texts, such as poems, songs, and nursery rhymes. The content is engaging to prekindergarten students and allows opportunities for students to interact with stories. The texts cover a range of students’ interests. Environmental print is found throughout the classroom.
<b>5.5 Spanish IM Partially Meets 2/4</b>	The materials provide some developmentally appropriate materials, including fiction and nonfiction texts, across contents that are high quality and at an appropriate level of complexity for prekindergarteners. The materials have limited Spanish text types and genres, which hinders opportunities for students to interact with the stories and expand their language development. The materials include few text types such as poems, songs, and nursery rhymes. The quantity and quality of text in Spanish is very limited.

### English Evidence 5.5

Evidence includes but is not limited to:

Unit 1 contains the text *Owl Babies* by Martin Waddell, with a Lexile level of AD500L and second-grade complexity level. The text is appropriate as a read-aloud for this age group and

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# English and Spanish Prekindergarten Program Summary

maintains their attention span. The text includes large illustrations. It is about three baby owls that experience separation from their mother and the emotions of fear related to this experience. The book is used to support learning about feelings of fear and comparing how this relates to the students' experiences with their families. The text is engaging for students because it encourages them to talk about the senses of hearing and sight. For example, the students explore their voices by making owl calls in a high, light voice: "Hoo! Hoo!" The teacher contrasts this with silence, asking students to be silent as if they are the owls listening for their mother owl to return. To contrast *dark* and *light*, the teacher invites the children to make it dark by covering or closing their eyes. This story resonates with young students; it describes how they might feel when a mother or parent leaves their side. The text is engaging with realistic illustrations.

Unit 4 contains the nonfiction text *Dinosaur Armor* by Susan Gray, which is at the second-grade complexity level, has a Lexile measure of 570L, and incorporates science standards for K–4. The text includes large color photographs and easy-to-read fonts. It contains engaging details surrounding the anatomy and behavior of dinosaurs. This is a nonfiction reader that facilitates exploration of form and function in natural and human-made objects. The book describes the different types of armor dinosaurs have and how it protects them from predators. In small groups, students interact with the story by designing and creating dinosaur features and armor. The students draw pictures of themselves as dinosaurs with special protective features and glue photos of their own faces onto the dinosaurs. The text *Maisy Goes to the Museum* by Lucy Cousins has a "Preschool to Kindergarten" text complexity level. The fiction text is about a little mouse who experiences her first visit to the museum with her friends and describes everything they see and do. The text has a number of pages and words appropriate for a read-aloud lesson; it captures students' attention and includes colorful and engaging illustrations. The text is interesting to students because it relates to the unit theme, which is "Museums." The texts cover a range of student interests. The content is engaging to pre-K students.

Unit 6 contains the text *Kindergarten Rocks* by Katie Davis, which has a Lexile level of AD600L. The read-aloud complexity is grade 3; it is appropriate for pre-K students. The text is about Dexter and his stuffed dog, Rufus, who goes to kindergarten. Dexter is nervous about starting kindergarten and expresses some fears, including getting lost or missing his parents, but is encouraged by his older sister who has already been there. The students discuss how their feelings compare to what happens in the book. The teacher encourages discussion after reading the text, asking students if they walk to school or get dropped off by their parents and if they eat lunch in their classroom instead of in a cafeteria. These are realistic experiences presented with colorful illustrations; they prompt discussions about going to kindergarten and how to address fears and other emotions. The text has engaging illustrations, an appropriate number of pages, and a number of words matching students' attention span. The book is read during the end of the year, which is relatable to students who are about to conclude pre-K. Texts include content that is engaging to pre-K students and include opportunities for students to interact with the stories.

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Examples of fiction texts include but are not limited to:

*Please Don't Upset P.U. Zorilla* by Lynn Rowe Reed (animal fiction)  
*How Will We Get to the Beach?* by Bridgitte Luciana (adventure fiction)  
*Freight Train* by Donald Crews (fantasy fiction)  
*The Little Red Hen Makes a Pizza* by Amy Walrod and Philemon Sturges (fantasy fiction)  
*The Shape of Things* by Julie Lacome & Dayle Ann Dodds (math fiction)  
*Changes, Changes* by Pat Hutchins (fantasy fiction)  
*Machines Go to Work* by William Low (realistic fiction)  
*Who Hops?* by Katie Davis (realistic fiction)  
*Maisy Goes to the Museum* by Lucy Cousins (juvenile fiction)  
*Abiyoyo* by Pete Seeger (juvenile fiction)  
*The Chocolate-Covered-Cookie Tantrum* by Deborah Blumenthal (juvenile fiction)  
*The Snowy Day* by Ezra Jack Keats (picture book)

Examples of nonfiction texts include but are not limited to:

*Rain* by Robert Kalan (scientific nonfiction)  
*Life in a Pond* by Craig Hammersmith (scientific nonfiction)  
*I Drive a Garbage Truck* by Sarah Bridges (informational nonfiction)  
*Design it! Build It!* by Susan Ring (informational nonfiction)  
*A Bean's Life Cycle* by Mary R. Dunn (scientific nonfiction)  
*An Earthworm's Life* by John Himmelman (scientific nonfiction)  
*Do Goldfish Fly?* by Emily Jamea (life science)  
*Bread Comes to Life* by George Levenson (cooking, science)  
*Clownfish* by Carol Lindeen (science)  
*Dinosaurs Big and Small* by Kathleen Weidner Zoehfeld (informational, science)

Examples of variety text types include but are not limited to:

"Pete the Cat: I Love my White Shoes" (song)  
"Five Little Wiggle Worms" (poem)  
"Itsy Bitsy Spider" (song)  
"Alpha Pig's Alphabet" (song)  
"Five Green and Speckled Frogs" (song)  
"The Garden" (poem)  
"Bees in the Beehive" (rhyme)  
"One Little Fish" (rhyme)  
"One, Two, Three, Four, Five" (nursery rhyme)

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In Unit 1, the students help make and decorate center signs. They write the letters for the center name, decorate the letters and sign, take photographs of classmates, and illustrate how many classmates can be in the center at one time. The teachers encourage welcoming families to the classroom by labeling objects and centers in text with the students' home language. This labeling provides environmental print in the classroom for students to see and interact with.

In Unit 3, the teacher puts environmental print in the "Dramatic Play" learning center. In the lesson, "Albert's Alphabet," the focus is on building letters using lines and curves with different materials. The teacher puts the materials and letter cards for students to use in the "Construction" zone, which allows for purposeful environmental print throughout the classroom. In the "Teacher Handbook," the material provides support for the teacher on the materials provided for environmental print. The kit contains alphabet letter cards, initial-sound cards, embedded alphabet cards, and alphabet charts. There are center signs, how-to texts, and other materials to encourage the students to notice and begin to recognize environmental print and use certain types of text for specific purposes.

### Spanish Evidence 5.5

Evidence includes but is not limited to:

Text selection in the material is at the appropriate level of complexity for students' developmental level; it includes texts with visual supports, predictable storylines, repetitive text, and some characters that are memorable. For example, the text *Our senses, Nuestros sentidos*, uses highly predictable visual supports that match the text. For instance, the image on the page is of a girl smelling a pizza, and the text says, "Usamos nuestras narices para oler. Huelo a pizza. Huele a picante." In "Unidad 2, Nuestro medio ambiente, Semana 2," "Seguir aprendiendo," the book *Is your Mama a LLama?* supports literacy development through the use of text that is interesting to students that includes the use of repetitive text and rhyming skills. The guidance also suggests using this book in centers and having students record a retelling of the story.

The "Principal's Handbook" explains the text selection process and which factors were considered, "including the quality of the writing and illustrations, children's interests, the need to include a range of genres and text features across the set of texts, the content in particular units, and the vocabulary that should be introduced." Teachers will be most successful with the curriculum when they read the books provided and look for opportunities to reread the books whenever possible through the use of shared, interactive, small group, and independent reading. The Principal's Handbook emphasizes how texts were carefully selected to promote the development of vocabulary skills in all children and to help narrow vocabulary gaps.

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## English and Spanish Prekindergarten Program Summary

The materials include a variety of genres with characters that are easy to understand and remember in English but limited availability in Spanish. However, most of the read-aloud books available in the materials are only in English; 20 of the 120 read-alouds are available in Spanish. For example, in Unit 4, during the Spanish read-aloud section, the teacher reads *Harold's Fairy Tale* by Crockett Johnson in English (the teacher-student interactions are in Spanish). The main character, "Harold," is a child that students can connect with as he goes through the story drawing with his crayon. Student engagement with this story will greatly be affected by their English language proficiency skills, with no recommendations on how to differentiate for students who are in the early stages of language acquisition.

The materials include songs throughout the daily lessons as a class welcome. During the daily welcome lesson, "Bienvenida y lectura en voz alta," students sing along with the teacher as they welcome each other. During this welcome time, the materials guide the teacher to select one of the songs available in Appendix A: "Dé a todos la bienvenida cantando una de las canciones de bienvenida mencionadas en el apéndice A." The materials have a limited variety of songs and nursery rhymes in Spanish.

Texts include limited culturally diverse texts, such as *Abiyoyo* by Pete Seeger, *The Tortilla Factory* by Gary Paulsen, *Dream Something Big: the Story of Watts Towers* by Dianna Hutts Aston, or *Sonia Sotomayor: A Judge Growing in the Bronx* by Jonah Winter. All of these texts are in English with no Spanish translations.

The majority of the texts provided are in English, and the lessons are to be conducted in Spanish with English read-alouds. The texts that are available in Spanish are direct translations that have some errors in them. In the book *Somos capaces de resolver problemas*, where the English text reads, "Julian is poking Quin and trying to tell a joke," the Spanish translation says, "Julian está hincando a Quin e tratando de contar un chiste." The mistakes include using "e" instead of "y" and using the word "hincando" instead of "clavando los dedos" or "picando," which students understand better because most children associate the word "hincando" with kneeling rather than poking.

Examples of fiction texts include but are not limited to:

*Goldilocks and the Three Bears / Ricitos de Oro y los tres osos* by Lindsay N. Giroux  
*Tucker the Turtle Takes Time to Tuck and Think / Tucker la tortuga toma un descanso para pensar* by Rochelle Lentini

*Changes, Changes* by Pat Hutchins

*Dinosaur Countdown* by Nicholas Oldland

*Is Your Mama a Llama?* by Deborah Guarino

*Otto Goes to School* by Todd Parr

*Mouse Paint* by Ellen Stoll Walsh

*My Friend Is Sad* by Mo Willems

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## English and Spanish Prekindergarten Program Summary

*Pete the Cat: I Love My White Shoes* by Eric Litwin

*Abiyoyo* by Pete Seeger

*The Tortilla Factory* by Gary Paulsen

Examples of nonfiction texts include but are not limited to:

*Nature Up Close / La naturaleza de cerca* by Kari Cornell

*The Shape of Things* by Dayle Ann Dodds

*All About Castles / Todo sobre los castillos* by Nell K. Duke

*Classroom Up Close / El aula de cerca* by Kari Cornell

*Munching and Crunching the ABCs* by Nell K. Duke

*Our Senses / Nuestros sentidos* by Kari Cornell

*El Abecedario de Animales* by Cooper Duke

*Squirrels / Las ardillas* by Lynne M. Watanabe

*Growing Vegetable Soup* by Lois Ehlert

*Dream Something Big: the Story of Watts Towers* by Dianna Hutts Aston

*Sonia Sotomayor: A Judge Growing in the Bronx* by Jonah Winter

Examples of variety text types include but are not limited to:

“Bienvenidos” (song)

“The More We Get Together” (song)

“Happy Faces” (song)

The materials include use of how-to texts and multiple forms of purposeful environmental print throughout the classroom. Examples include, but are not limited to, the following: In Unit 1, p. 18, the students help make and decorate center signs. They write the letters for the center name, decorate the letters and sign, take photographs of classmates, and illustrate how many classmates can be in the center at one time. The teachers encourage welcoming families to the classroom by labeling objects and centers in text with the students’ home language. This labeling provides environmental print in the classroom for students to see and interact with. In Unit 3, p. 13, the teacher puts environmental print in the Dramatic Play learning center. In the lesson, Albert’s Alphabet in Unit 3, pp. 28-29, the focus is on building letters using lines and curves with different materials. In Unit 3, p. 11, the teacher puts the materials and letter cards for students to use in the Construction Zone, which allows for purposeful environmental print throughout the classroom. In the Teacher’s Handbook, pp. 38 and 62-69, the material provides support for the teacher on the materials provided for environmental print. The kit contains alphabet letter cards, initial-sound cards, embedded alphabet cards, and alphabet charts. There are center signs, how-to texts, and other materials to encourage the students to notice and begin to recognize environmental print and use certain types of text for specific purposes.

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## English and Spanish Prekindergarten Program Summary

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.
- Materials support the teacher in scaffolding questions for students at a variety of language proficiency levels (Spanish only).

<b>5.6 Materials &amp; Score</b>	<b>5.6 Rationale</b>
<b>5.6 English IM Partially Meets 2/4</b>	The materials include some guidance for a variety of approaches to develop students’ comprehension of text read aloud. The materials provide guidance for teachers to connect text to children’s experiences at home and school; however, there is no specific teacher guidance on basic text structures and their impact on students’ understanding of text.
<b>5.6 Spanish IM Partially Meets 2/4</b>	The materials use a variety of approaches to develop students’ comprehension of text read aloud; however, the texts used for read-alouds are mostly in English and could hinder students' ability to understand the text. During the read-alouds, teachers connect text to children's prior knowledge and backgrounds. Materials support the teachers in scaffolding questions based on the needs and comprehension level of the student. Materials provide guidance to help students learn text structure, which helps students develop the key predictors of early literacy.

### English Evidence 5.6

Evidence includes but is not limited to:

In Unit 1, throughout the *Our Senses* read-aloud, the teacher encourages students to ask questions and make personal connections. During the reading, the teacher asks, “What colors and shapes do you see in the classroom today?” “Let’s make music. Can we sing and drum our hands in a quiet way?” “What foods do you like to smell?” “The book says sand is rough. What else do you touch that is rough?” “What do ice pops taste like?” Students engage in a “Think, Pair, Share” on these questions, making personal connections to the text. The read-aloud *Owl Babies* focuses on the owls’ feelings and fears about being alone without their owl mother.



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Students are encouraged to connect this text to their own feelings about coming to school and leaving their families; students discuss similarities and differences. The teacher also asks students how their family members take care of each other at home. Throughout the units, the materials do not give consistent and specific guidance on the comprehension skills that will be introduced and how to introduce them. The material gives guidance on using photographs, images, and written words to introduce new concepts and vocabulary and to deepen comprehension.

In Unit 4, the teacher helps students make predictions and inferences while reading *Evermore Dragon*. The teacher stops reading and focuses on the characters' facial expressions. Students Think, Pair, Share to infer which emotions the characters are feeling on the following pages: Girl and Dragon decide to play hide and seek; Dragon is hiding behind the small rock; Girl finds Dragon and wraps her arms around him. The teacher asks the students how they know the characters are feeling those emotions. The material includes quality questions that encourage students to make connections to text. During the read-aloud *My Friend Is Sad*, the teacher explains that Piggie is trying to help Gerald feel better and that when friends are sad, we can try to cheer them up or help them feel better. The teacher asks the students, "Have you ever felt sad?" "Did anybody cheer you up?" "How?" The students connect to the text by sharing about their past experiences with feeling sad.

In Unit 6, the teacher reads aloud *Kindergarten Rocks* and discusses how Dexter and his dog are going to kindergarten. The teacher makes connections by helping students identify their feelings about transitioning to kindergarten. The teacher asks the students, "What are you excited about?" "What do you fear about kindergarten?" This allows students to connect texts to their experiences at home and at school. Before going on a "Nature Walk," the teacher asks students to make predictions about what they might see outside. The teacher writes down the students' responses on a T-chart and hangs it up for them to see and refer to after their walk.

### Spanish Evidence 5.6

Evidence includes but is not limited to:

The materials provide guidance to support teachers' understanding of the various ways to support comprehension development through making predictions, inferring, asking and answering questions, comparing and contrasting information, and categorizing. Most of the texts used in the materials are in English, and the teacher interacts with students in Spanish after the English read-alouds, which can hinder student understanding. The materials provide teachers with guidance on connecting students' home and school experiences through texts. In the Unit 1 read-aloud, "Bienvenida y lectura en voz alta," of the book *Otto goes to school*, the teacher reads the book in English, and the students answer questions in Spanish about how



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they felt coming to school for the first time. The students make connections and compare their experience about coming to school for the first time with Otto's (the dog) experiences. Throughout the read-alouds, students predict and infer about situations in the stories as they compare many situations with their real-life experiences. Later in the same unit, the teachers read the story *Owl Babies*; the teacher reads the book in English and then asks students in Spanish to compare the similarities and differences between the role of the baby owls and the role of their families. Teachers say, "Comente las semejanzas y diferencias entre la familia de los búhos y las familias de los niños."

In Unit 2, "Nuestro medio ambiente," the materials provide examples of asking questions to support student comprehension development and help move from simple to more complex questions. During the read-aloud, "Bienvenida y lectura en voz alta," of the book *People and the Environment*, the teacher reads the book in English, and then in Spanish, the teacher pauses and directs students to look at the illustrations to help answer simple questions. The materials guide teachers to stop and ask questions: "deténgase en la página 9 y pregúnteles a los niños qué alimentos están obteniendo de los animales las personas de la foto." Students have the opportunity to observe the pictures and process the questions by using the illustrations in the story as a support for comprehension before they answer the questions. In another example, the teacher models for the students by saying, "Por ejemplo, vuelva a la página 4 y pregunte: "¿Qué sucede aquí? Veo plantas, una persona y la tierra. ¿Cómo se relacionan las plantas y el suelo?" Later in the unit, the questions become more complex as the students become more familiar with the plants, animals, and elements of the Earth.

The materials provide few examples of support for the teacher in scaffolding the lessons for students at a variety of language proficiency levels. In the Unit 3 read-aloud, "Bienvenida y lectura en voz alta," of *Albert's Alphabet*, the teacher reads the book in English and then has students retell the story in Spanish. The materials guide the teacher to pay close attention to student responses: "Esté atenta a si los niños pueden volver a contar lo que está sucediendo a partir de las imágenes." If students cannot retell the story, the teacher is to scaffold the activity by prompting and using sentence stems: "En el caso de que los niños necesiten más apoyo, use palabras secuenciales como pistas para volver a contar el cuento. Señale explícitamente el orden numérico de cada uno de los cuatro pasos, y use números si fuera necesario." If the students need additional support, they are to repeat after the teacher: "También puede decir un paso y hacer que los niños repitan el paso después de usted para ayudarlos en el aprendizaje del vocabulario de volver a contar historias." The materials also guide teachers to challenge students that can retell the story to think of another way they would build a letter: "A los niños que puedan volver a contar el cuento a partir de las imágenes, desafíelos a pensar en otras formas de hacer la misma letra. ¿Cómo la harían y qué usarían?"

In Unit 5, materials include recommendations for quality questions that will encourage children to make connections to the text. During a read-aloud of *Zinnia's Flower Garden*, the teacher reads the book in English, and then the children learn about planting and gardening in Spanish.

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During the lesson, the teacher asks open-ended questions to elaborate on the theme and guides students to make connections with events in their own life. Questions include “¿Alguna vez vieron una huerta? ¿Qué cosas pueden encontrar en una huerta? ¿Crecerían zapatos en una huerta? ¿Por qué sí o por qué no? ¿Pueden crecer verduras en una huerta? ¿Por qué sí o por qué no?” The questions provide opportunities for students to relate their own experiences with the story as they expand their knowledge about planting and caring for a garden. Later In Unit 5, students learn about plants and the needs of plants by reading English books such as *Bean’s Life Cycle*, *Do You Know Which Ones Will Grow?* and *Plants We Eat and How They Grow*. The materials include suggestions for classroom experiences that will help children make connections to planting seeds and seeing them grow in the classroom. In this Unit, during the read-aloud of the book *Our Community Garden*, the teacher reads the book in English and then explains that they are going to create a project at the end of the unit in Spanish. Students have the opportunity to invite their parents to come and see their garden. Students plant seeds and have the opportunity to record their observations in their science journals while the seeds grow. Lessons provide suggestions for experiences that help children connect to specific aspects of a story plot or information, such as planting seeds after reading a book about how plants grow.

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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) (English only).
- 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 (English only).
- Materials provide opportunities for students to make cross-linguistic connections (Spanish only).
- Materials guide the teacher to leverage the student’s knowledge of literacy in each language as an asset (Spanish only).

<b>5.7 Materials &amp; Score</b>	<b>5.7 Rationale</b>
<b>5.7 English IM Meets 4/4</b>	The materials include appropriate strategies for supporting English Learners (ELs) in their development of emergent reading skills as laid out in the Texas Prekindergarten Guidelines. Throughout, the units provide a variety of strategies to support ELs and strategies to use the students’ knowledge of literacy in their primary language to ensure that those skills are used to help them transfer to the English language.
<b>5.7 Spanish IM Partially Meets 2/4</b>	The materials include few appropriate strategies for supporting English Learners (ELs) in their development of emergent reading skills as laid out in the Texas Prekindergarten Guidelines. There is no evidence that supports the guidance for teachers to leverage the use of student’s knowledge of literacy in each language as an asset.

### English Evidence 5.7

Evidence includes but is not limited to:

In Unit 2, after reading the book *Water*, in small groups, students find the word *water* throughout the pages of the book, with teacher assistance. Students count the letters and look for the letter *W/w*. To support ELs, the teacher shows the students a tub of water, and they take turns putting their hands into the water. The teacher encourages students to say the word for *water* in their home language. The teacher uses different strategies for ELs to develop letter identification throughout the week; for example, students sing the alphabet song while pointing to the alphabet chart.

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In Unit 3, the teacher models a game: The teacher selects a name, and then students say it together and identify the sound that it begins with: “Zach. Zach starts with the /z/ sound.” This activity supports students in learning the sounds in their names. Prior to playing the game “Moves to Count,” the teacher shows students pictures of an elevator, talks about how elevators are used, and finds the word *elevator* in the ELs’ home language to help students transfer this knowledge to English. As the class pretends to ride an elevator, students count to ten and count back down to zero.

In Unit 4, after reading *Maisy Goes to the Museum*, students work together to sort an artifact collection. Students make captions for the following words in the museum: *exhibit*, *collection*, *sort*, *artifact*, and *caption*. The teacher finds the words in the students’ native language and uses visuals to explain the words. The teacher also shows photos of museums in ELs’ native country. During a small group lesson called “Armored and Safe,” the teacher finds the words *armor*, *protection*, and *engineer* in ELs’ home language. Students experiment with various types of armor and create protection for a fragile object. The teacher encourages students to identify the letter *Jj* and its sound by using the Lila puppet. Students practice identifying the uppercase and lowercase letter *J* by recognizing words that start with that letter; they also engage in total physical response when they draw uppercase *J* and lowercase *j* in the air, which covers a variety of strategies for supporting ELs.

In Unit 5, during small groups, the teacher asks students to help her fold four paper towels to put into ziplock bags for an experiment on planting seeds. The teacher finds the vocabulary words *sprout*, *bean*, *radish*, and *experiment* in ELs’ home language and provides a visual on how to plant seeds. After the students count out six seeds per bag, the teacher gives step-by-step instructions on how to plant seeds. During the small group lesson, “Accidents Happen,” the teacher focuses on different types of accidents and how they make the students feel. Before the lesson, the teacher shows students visuals for the word *accident*, including the word *accident* in the students’ home language. Students’ knowledge of literacy in their home language can thus transfer to English language and literacy skills.

### Spanish Evidence 5.7

Evidence includes but is not limited to:

Materials include few opportunities for supporting English Learners (ELs) in their development of emergent reading skills. In Unit 1, the students talk and sing “La canción del abecedario” as students use classmates’ names as examples for the beginning sounds. For example, when the teacher introduces the letter “D” in Spanish and English, the teacher provides the same examples (since “D” produces the same sound in both languages). Students have the opportunity to make cross-linguistic connections by listening to the sound of the letter “D” in

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names, such as “Dean, Dora y Demetri comienzan con ese sonido /d/.” Students practice the sounds with the rest of the names that are listed on a poster in the classroom. Later in the unit, students sing another song using the “Nuestro afiche de los nombres” during a rapid response, “Repaso rápido,” lesson to identify the beginning sound and the letter of the alphabet. These fun activities challenge children to be very attentive to capture the initial sounds of their names and start to associate those sounds with appropriate letters. In the same unit, the teacher introduces two science vocabulary words, “predict and observe,” which are cognates, and tells the students how these have the same meaning and sound similar in each language. The script says, “Refuerce el vocabulario de ciencia usando los términos predict y observe: “Vamos a predecir qué animal es éste. ¿Qué observan en la página?” Students use their linguistic background (in Spanish) to make the cross-linguistic connections when these two new words are introduced in the read-aloud.

Materials provide some information directed at teachers to build knowledge of the characteristics of Spanish and English to support leveraging student’s linguistic knowledge in one language to the other; however, this is only found in the “Teacher’s Handbook” and not within the lessons. The materials guide the teacher to leverage the student’s knowledge of literacy in each language as an asset. In the Teacher’s Handbook, p. 46, see the following text: “DLL teachers use the home language for substantial amounts of instruction and conversation. They intentionally separate the languages for instruction but are flexible in encouraging children to speak by using all of their linguistic assets, such as translanguaging (García, 2017)...DLLs may also use code switching...These intricate systems provide children opportunities to use a multimodal approach to communication, something of great importance in a rich language environment in early childhood.” The materials lack references to items such as cognates, authentic cultural texts, rhymes, or any supplemental resources such as bilingual dictionaries to support children in their primary language.

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**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 modeled writing (Spanish only).
- 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.

<b>6.1 Materials &amp; Score</b>	<b>6.1 Rationale</b>
<b>6.1 English IM Meets 4/4</b>	The materials include full lessons and a variety of experiences through which students can engage with writing. Throughout the units, the materials provide guidance to the teacher with direct instruction. There are opportunities for students to imitate adult writing, opportunities for students to generate independent writing, opportunities for group writing on shared experiences, opportunities to create drawings with details that transfer to writing, and opportunities for writing in response to reading. Materials make connections between reading and writing.
<b>6.1 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 6.1

Evidence includes but is not limited to:

Throughout the units, the materials provide direct writing instruction in different forms throughout the school day. The teacher models and engages in writing with the students during whole and small group instruction. During learning center time, the students engage in writing opportunities to imitate adult writing and generate their own independent writing.

In Unit 1, the “Our Senses Poster” activity provides students with opportunities to engage in an imitation of adult writing, shared group writing, independent writing, and print with teacher

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support. The teacher models creating the poster by writing the words “Our Senses: Taste and Smell” on top of the poster board. As the teacher is writing and reading the title, the students repeat and read the title out loud, allowing for the connection of reading and writing. Then, in small groups, the students and teacher collaborate and create a shared “Our Senses Poster”; they draw and write their observations, allowing for the transfer to writing. Next, students take turns writing, drawing, and gluing different things they smell and taste; the teacher encourages the use of descriptive words such as *sweet*, *sour*, and *salty*. In the “Writing” center, the lesson is extended when students create their own posters showcasing the senses of taste and smell. The students use materials to label their own objects, which allows students to convey a message and make connections between reading and writing. In the lesson for *Otto Goes to School*, the teacher and students create a list of things that Otto learns at school. Students share their responses as the teacher scribes and models writing a list, allowing for a connection between reading and writing and connecting this to the things they do at school.

In Unit 3, the small group lesson “Afraid Flap Pages” provides students with a variety of experiences to engage in writing. The teacher models how to write, using the sentence stem “When I am afraid, I can...” at the top of the page and working down to the bottom. The teacher draws a picture of a possible solution and then models writing the caption, allowing for direct instruction. The students create their own independent writing by completing the sentence stem with teacher assistance. The students create their pages using a non-breakable mirror and examples from the book; students thus have the opportunity to illustrate and draw with detail. The teacher encourages the students to write a caption for their drawing and then read their flap pages, which promotes the connection between reading and writing.

In Unit 5, the “Garden Party” activity provides guidance that encourages a variety of experiences through writing. The students create a page for a garden party invitation. The teacher shows the students a program and explains that it provides guests with information about the event. The students create the program together, allowing for a shared group writing experience. The teacher helps the students come up with the text for the program by modeling: “Visit the Stone Soup Area.” The teacher encourages the students to think and draw pictures with details for their part of the program, allowing for the independent part of the writing. After drawing, the teacher encourages students to think about and take turns writing the letters in the words while others write the letters in the air, reinforcing the connection between reading and writing.

### Spanish Evidence 6.1

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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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.

<b>6.2 Materials &amp; Score</b>	<b>6.2 Rationale</b>
<b>6.2 English IM Meets 4/4</b>	The materials include full lessons and instruct students along the development stages of writing as laid out in the Texas Prekindergarten Guidelines. Throughout the units, the materials follow the developmental continuum of how students learn writing, provide teacher guidance for moving students along, and provide guidance for teachers on how to include appropriate student contributions to writing and the writing process.
<b>6.2 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 6.2

Evidence includes but is not limited to:

The material follows the developmental writing continuum by starting the school year with modeling and gradually incorporating more writing as the year progresses. The lessons guide the teacher to observe and assess the students for their own individual writing level. The checkpoint section of the lessons provides guidance to use assessments and observations as a reference for the different writing levels of students. The material then provides support for students that need it. The “Teacher’s Handbook” includes the “Scaffolded Writing Technique” chart to support differentiating writing, which supports the development of writing on the continuum. The handbook provides guidance to teachers in understanding the writing process. The material provides the teacher with scaffolding strategies used throughout the school year during small groups and referenced throughout the year in different lessons. 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. The materials include a “Writing” center, which is maintained over time with varied materials and tools, as described in



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the Teacher's Handbook. This center is used through all lessons and provides a space to learn about, try out, and communicate through writing, drawing, and writing-related activities. Further in the handbook, the materials provide a chart and the Scaffolded Writing Technique, which supports the differentiation of skills in writing.

In Unit 1, the writing activity follows along the developmental stages of writing. The students create "compliment chains," with nudging and guidance from the teacher to help move the students in the stages of writing development. Students draw the name of a classmate out of a pile and write that classmate a compliment. In the blank provided, the student writes the name that they drew independently or by copying the student's name if needed. The teacher asks the student to verbally say the next part of the compliment, such as, "I feel happy when Leila shares the blocks." The teacher says the sentence or phrase that the student wants to say and has the student repeat it. The teacher breaks the phrase into individual words, matches the letters the student writes to their abilities, and incorporates the scaffolded writing technique; this allows the teacher to nudge the students along in their writing. The other students are encouraged to write letters with their fingers in the sand or in the air and draw their own faces on the back of the compliment chain. This activity follows along the developmental continuum on how students learn to write.

In Unit 3, "Show What You Know," follows the developmental continuum for writing; students write autobiographies on their own during center time. The teacher provides examples of students' biographies for students to use as references. The students share important, interesting, and memorable parts of their lives. Students also share family activities or responsibilities. Materials follow the developmental continuum of how students learn writing by allowing them to create their own writing. In the small group lesson "Making a Ball and Scoop," the students create a "How To" text. The teacher says a word, and the students write the first letter of the word that they hear. For students struggling, the teacher uses words that they know and alphabet cards to nudge them along the continuum for writing development.

In Unit 6, the "Class Video Yearbook" activity allows students to show how their writing skills have developed over the year. Students take pictures and write their names for the yearbook and then compare their names with those written at the beginning of the year. The teacher encourages writing for students at various levels of development by allowing them a chance to try it on their own or using a name card to help those that need it; this reinforces how students learn to write. The materials in the Teacher's Handbook provide guidance to teachers in understanding the writing process. For example, the guidance defines writing as "communicating through print." They further state: "Children generally progress from first 'writing' by drawing, then by scribbling that looks increasingly writing-like, then by making letter-like forms and random letter strings, then by invented or estimated spelling (for example, spelling bottle as BL and empty as MT) that increasingly approximates conventional spelling."

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### Spanish Evidence 6.2

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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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.

<b>6.3 Materials &amp; Score</b>	<b>6.3 Rationale</b>
<b>6.3 English IM Meets 4/4</b>	The materials include full lessons that support fine motor development through writing. Throughout the units, the materials provide a variety of opportunities for children to develop their fine motor skills. They provide differentiation and guidance on how to develop students’ fine motor skills toward writing. Materials prescribe a variety of tools and surfaces for student writing experiences.
<b>6.3 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 6.3

Evidence includes but is not limited to:

In Unit 2, the “Solution Suitcase” activity provides opportunities for students to develop their fine motor skills; students create their own “solution suitcase” cards that provide strategies (solutions) for addressing conflicts in the classroom. Students cut out the cards, write their names on the cards, and then decorate them using scissors.

Different learning center activities provide differentiation for the development of fine motor skills. In the “Art” center, the “Environment Rubbings” activity encourages students to collect objects from their environments, such as leaves and bark. They press a sheet of paper against the object and rub the side of a crayon back and forth against it. In the “Construction” zone, students sort blocks based on different attributes, which strengthens their fine motor skills toward writing. In the “Writing in the Sand” activity, students write in the sand with their fingers or craft sticks. Another activity in the “Writing” center encourages students to use a pencil and paper to write invitations. These activities provide a variety of tools and surfaces for student writing experiences.

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In Unit 3, the students try the “Chopstick Challenge,” which helps develop and strengthen their fine motor skills toward writing. The students use a pair of wooden chopsticks to attempt to move different items from a bowl into an empty bowl. The teacher sets a timer for three minutes to challenge students to move beads quickly. The teacher then asks the students to count the beads and repeats the process with pom poms. The Art center includes the “Chalk and Water” painting activity; it recommends a variety of tools and surfaces for writing. Students receive chalk dipped in water and brushes and then write on the sidewalk pavement or on large construction paper, which helps to develop their fine motor skills. In the Construction center, students use coffee stirrers, playdough, and blocks to create letters. These activities support fine motor skill development alongside and through writing.

In Unit 5, the activity Chopstick Challenge is extended to include the use of different materials for students to practice fine motor skills. The students explore the ways in which form and function interact to make the challenge easier or harder, using spoons, forks, and chopsticks. The students use these tools to freely explore picking up and moving sand, rice grains, clay balls, small beads, or other small objects. In the “Exploration Station” activity, students dissect bean pods and use tools to find seeds. In a Writing center activity, students create invitations to the class garden party using pencils, crayons, and markers. These activities support fine motor skill development alongside and through writing.

### **Spanish Evidence 6.3**

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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## English and Spanish Prekindergarten Program Summary

**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.

<b>7.1 Materials &amp; Score</b>	<b>7.1 Rationale</b>
<b>7.1 English IM Meets 4/4</b>	The materials include full lessons that follow a logical continuum of concrete, pictorial, then abstract representations throughout all units as laid out in the Texas Prekindergarten Guidelines. Throughout the units, the instruction of all mathematical competencies progresses from concrete to abstract. It includes a variety of concrete manipulatives and pictorial representations. There are activities to build conceptual understanding in counting, adding to, taking away, geometry, spatial sense, measurement, classification, and pattern skills.
<b>7.1 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 7.1

Evidence includes but is not limited to:

In Unit 1, the lesson uses concrete manipulatives to introduce students to rote counting and subitizing. During the “Connecting Time,” the students do a variation on counting how many students are present by counting feet instead of heads. The students face each other in a circle, with their feet pointing toward the middle, and the teacher says, “Today we are going to find out how many feet we have in this classroom!” The teacher guides the students to count the feet one by one. The students use a variety of manipulatives, such as counting bears, cubes, and blocks. The teacher passes out manipulatives, and the students engage in free exploration. The teacher engages the students and asks questions such as “How many cubes did you use to build your tower?” or “How many bears do you have in that little group? How do you know?” The

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teacher encourages the students to sort the manipulatives in various ways, such as by color and size. Students learn a game they will use throughout the year called “Moves to Count” that builds on conceptual understanding in counting. The students learn to count higher and higher numbers.

In Unit 2, materials include activities that establish a foundational understanding of math concepts. For example, the “Shape Match” game gives an opportunity for students to begin recognizing shapes by matching. The teacher shows the face (2D shape) of one block to the students, and they identify items in the classroom that are the same shape. Matching shapes and objects by some attributes is the foundational skill that leads to the development of the age-appropriate skill of naming common shapes. The students identify shapes using various items in the environment, including concrete representations. The teacher brings a variety of shapes of blocks from the “Construction” zone. The teacher encourages the students to describe, name, and discuss attributes of shapes and to match shapes, which facilitates learning geometry and spatial sense skills.

In Unit 4, the materials include activities that demonstrate a progression to more advanced math skills. The teacher introduces rhombuses and trapezoids. Students name items in the room that look like rectangles, circles, squares, and triangles; the teacher then introduces the rhombuses and trapezoids. The teacher shows students the rhombus and tells them what it is called, explaining that it is similar to the square but includes angles that are not right angles. The teacher then introduces the trapezoid. This lesson includes math concepts that incorporate more abstract and formal math concepts. The materials provide a concrete shape collection representation that reinforces learning of geometry and spatial sense skills by students identifying the common shapes.

In Unit 6, the “Subitize” lesson facilitates learning by integrating concrete representations of math concepts. The game uses cubes; students must quickly recognize and name the sum of two small groups (conceptual subitizing). The teacher shows cubes in one hand and cubes in the other hand, but only for two seconds. The students try to identify how many cubes there are in all. The students “Think, Pair, Share” about the number of cubes and how they know the total. They use their fingers to identify the amounts. The teacher continues the lesson by counting and verifying amounts. The materials include one-inch colored cubes to build a conceptual understanding of basic counting readiness and counting using nonverbal and verbal means. This lesson teaches the skill of verbally identifying the number of objects without counting. During small groups, students play the “High Low Card” game with a partner. The teacher explains the game, saying, “We will be playing the high low card game using dot cards. We have played this game before, but this time we are adding the cards together.” The teacher explains that each player has two piles of cards. The teacher models how to play. Each student receives a set of dot cards, mixes the cards, and puts them into two piles in front of themselves. The teacher explains, “You will each flip over two cards at the same time. Look at your card and add the

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number of dots. Then compare your total to your partner's total. If your number is higher, say, 'I have the higher total' and take your partner's cards. If you each have the same total, turn over two more cards and compare totals to break the tie." These activities build conceptual understanding in counting to support students.

### **Spanish Evidence 7.1**

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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## English and Spanish Prekindergarten Program Summary

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.

<b>7.2 Materials &amp; Score</b>	<b>7.2 Rationale</b>
<b>7.2 English IM Meets 4/4</b>	The materials include full lessons to promote instruction that builds on students’ informal knowledge about mathematics. Throughout the units, the materials prompt teachers to inquire about students’ developmental status and mathematical knowledge. They include cross-curricular opportunities to integrate mathematics authentically. Materials use the classroom environment and materials to explore math concepts and skills.
<b>7.2 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 7.2

Evidence includes but is not limited to:

The material provides an assessment tool separated by content area. The math assessment tool covers all the Texas Prekindergarten Guidelines for the “Math” domain, including shapes, counting, one-to-one correspondence, and sorting. The tool also references the lesson used to make the observation and assessment. The “Teacher’s Handbook” supports teachers with an understanding of the developmental sequence of skills in math, which is also aligned with guidance on the assessment of individual progress in all lessons across the curriculum. For example, “Math Trajectories” includes a chart with three columns: “Formative Assessment,” “Learning Trajectory Component,” and “What You Can Do.” It includes a section on how to use these. These assessment tools allow the teacher to gather and build on students’ informal knowledge about math and learn about their developmental status and mathematical knowledge.



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In Unit 2, the teacher reads *The Shape of Things*. During the read-aloud, students look at the picture of the shape and then look to see if they can see the shape named in the text. On the pages about a square, the teacher models, "Right! We see a big yellow square that makes a nice house. Can you spot more squares in the picture?" The teacher describes a square, telling students that all sides of a square are the same length and that all four corners are right angles. After reading the book, the teacher asks students to think and identify other things made from the shapes and to draw the shapes in the air. The students find different shapes in the classroom, which supports the use of the classroom environment and materials as vehicles to explore math skills and concepts. In the small group lesson "Shape Match," the teacher assesses the students' mathematical knowledge by observing and taking notes on the formative assessment. The teacher documents and answers the following questions: "Are students able to name shapes?" "Able to match the same shapes?" "Able to connect shapes to the objects they know?" The teacher integrates the shape activity into centers, placing a limited number of matching shapes in the "Games and Puzzles" center for students to play Shape Match. The teacher uses the classroom environment during transitions, asking the students to play the "shape clean-up" game and look for specific shapes to put away; students then look for other shapes until all shapes are put away.

In Unit 4, the students play a construction activity game called "How High?" The teacher passes out one block to each student. The teacher places the first block and counts, "One." Students come up one by one and add a block to the tower. Students count the blocks as each new block is added. After all the blocks are used, the teacher states the final number, for example, "We made a tower eighteen blocks high!" The teacher asks the students to move back and then knocks over the tower. Then, the students and teacher take a block from the fallen tower. The students create a circle with the blocks and count them, holding them up as they say the number. The teacher confirms that the same number of blocks was used to build the tower and the circle, even though the two forms are built differently. The teacher assesses the students' counting skills by having them build different types of structures in the "Construction" zone. The "Dramatic Play" center is set up as the museum gift shop. The teacher puts a toy cash register and money in the center, which exposes students to mathematical artifacts. The students practice counting, adding, and one-to-one correspondence while playing in the center. This activity supports the use of the classroom environment, cross-curricular opportunities to authentically engage with math, and materials as vehicles to explore math concepts and skills.

In Unit 5, during the small group, the teacher shows the students a honeycomb photo and talks about the shapes bees use to create it. The teacher then shows the students the floor tiles and talks about the shapes used to create the pattern, demonstrating how to slide the tiles into place and showing that the shapes remain the same. The teacher invites the students to make a tiling with the squares lined up in rows and columns, similar to the floor tile. The teacher demonstrates that the shapes need to be close to each other with no spaces in between. The teacher shows the students the photos of the tilings again, and they copy them, using the

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pattern blocks to make their own tilings as big as they can. The teacher encourages the students to talk about their tilings to explain how they fit them together and whether they notice the shapes stay the same even when they slide them together. The teacher can use this activity to assess the students' understanding of shape matching. Students engage in their classroom environment using the floor tiles. The use of shapes and pattern blocks extends to the Construction center, into which the teacher places the activity "Pattern-Block Picture Puzzle." The students use pattern-block picture puzzles to make pictures with different shapes. The activity is extended: Students make their own garden picture puzzle by tracing it onto a picture. This extension supports cross-curricular opportunities to integrate mathematics throughout the day authentically.

### Spanish Evidence 7.2

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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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 world outside the classroom.

<b>7.3 Materials &amp; Score</b>	<b>7.3 Rationale</b>
<b>7.3 English IM Meets 4/4</b>	The materials follow a sequence that supports the development of early mathematical competencies and problem-solving skills throughout all units. Materials develop children’s capacity to ask thoughtful questions, recognize problems in their environment, and develop mathematical reasoning with familiar materials in the classroom and the world outside.
<b>7.3 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 7.3

Evidence includes but is not limited to:

In Unit 2, the small group activity includes questioning to support the exploration of math concepts and direct exploration of students’ environment. During the “Outdoor Scavenger Hunt,” students look outside for items identified on a list; students actively observe the environment while comparing and classifying objects. The teacher asks, “Do you observe a squirrel?” or “Do you see a group of three rocks?” This activity allows the students to actively engage in the environment.

In Unit 4, the materials include activities that encourage feedback and questioning. In the lesson “Conrad the Confused Chameleon Counts,” students engage in an activity that helps them explore mathematical concepts by counting. The teacher shows the numeral 12 card to Conrad and the students. The teacher asks, “What number is this? That’s right! This is the number twelve.” Conrad the Confused Chameleon counts out twelve cubes and begins counting out cubes but counts past twelve. The students look at the number card, and the teacher asks, “Do you think Conrad the Confused Chameleon is counting too far?” When the students recognize his confusion, they explain why it is wrong and kindly help him count out the cubes correctly. The teacher continues the process of showing a number card and having Conrad count out an

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incorrect number of cubes, making goof-ups in the following ways: skipping over cubes as he counts, counting the same cube more than once, or counting but repeatedly skipping the same number. The materials use cubes placed in the classroom to solve the problem and answer the questions.

In Unit 5, the materials challenge children to use mathematical reasoning and problem solve in their environment to answer “How many more?” In the small group math lesson “Fruit for a Party: Fix the Number,” the students put the right number of pieces of fruit in the basket. The teacher says, “Originally, four people were coming to the party, so I needed four pieces of fruit. I have four pieces of fruit in the basket. But now, there are seven people coming, and I need seven pieces of fruit. What should we do to make sure there are seven pieces of fruit in the basket?” The teacher writes the numeral 7 on the chart paper. The students “Think, Pair, Share” their ideas; students share their thoughts, developing their capacity to ask thoughtful questions. The teacher creates a T-chart with the number 4 on the top of the chart. The teacher explains to the students that they are going to think of ways to create four. The teacher shows the students four objects and explains that there are going to be two groups. The teacher asks, “How many pieces of fruit do we have in all?” The students Think, Pair, Share to figure out the number of fruits. The teacher counts the number of fruits and explains, “We started with four and made two groups of two. Two pieces of fruit and two pieces of fruit make four pieces of fruit. We have four pieces of fruit again!” The teacher puts the number 2 on each side of the vertical line. The teacher then asks the students, “What other combinations of numbers could we add together to get four in all?” The students use the fruit to demonstrate their thinking; materials thus encourage problem-solving and develop mathematical reasoning using familiar objects.

### Spanish Evidence 7.3

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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### 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.

<b>7.4 Materials &amp; Score</b>	<b>7.4 Rationale</b>
<b>7.4 English IM Meets 4/4</b>	The materials build number sense. They provide guidance for teachers on building students’ conceptual understanding of math. Students have frequent, spiraled, and varied opportunities to build number sense as outlined in the Texas Prekindergarten Guidelines throughout all units.
<b>7.4 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 7.4

Evidence includes but is not limited to:

The “Teacher’s Handbook” provides guidance that describes the developmental progression of math skills. For example, Appendix B includes the “Math Trajectories” chart, which shows the progression of concepts, structures, and skill development in math learning. Each skill category and level corresponds to a specific small group lesson. This chart supports teachers in developing students’ conceptual understanding of math. The chart also outlines multiple small group lessons for the entire year that support the development of number sense.

In Unit 1, the materials provide opportunities to develop math skills throughout the day. Following the read-aloud *Otto Goes to School*, the teacher encourages the students to share about themselves; students vote with thumbs-up or thumbs-down. The teacher writes the data on a chart and counts the items. During “Circle Time” later in the day, the teacher invites students to participate in a counting activity, “How Many Are Here Today?” Students count as they pass the ball to each other; this can be used daily to take attendance. The materials provide multiple opportunities to practice number sense and one-to-one correspondence through variations of this game. For example, a variation of the game later in the unit considers two pieces of information or specific attributes. Instead of counting each other, the students

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count the number of children who show a specific attribute, such as wearing a particular color that day.

In Unit 4, the materials incorporate math activities in daily routines; teachers count while transitioning to various areas throughout the day. For example, when the students leave the room for an activity, they count the steps to the door. Even if the students cannot count past ten, it is still fun for them to play along. In the learning center and small group activity “Math Magic,” students count by ones to ten then back from ten. Students work together to put the number cards in order from one to ten. After the cards are in order, the students count the cards to ensure they are in the correct order. Then, they count the cards backward from ten to one. The students play a card game called “Disappearing Numbers.” The teacher spreads the cards face up where the students can see them. The students work together to put the cards in the correct order. Then, students pair off to play a guessing game. One pair of partners goes first to demonstrate. One student covers his/her eyes; the other student removes one card from the number line, leaving a space where the card had been. When the student uncovers his/her eyes, the student studies the number line to name the number that has disappeared. The teacher then asks the group to give a thumbs-up if they agree with the answer or a thumbs-down if they disagree; students name the missing number; the teacher asks them how they knew. These activities help students develop number sense.

In Unit 6, materials support learning math throughout the day while incorporating a developmental progression of math skills. For example, in the “Exploration Station” center, in the activity “How We’ve Grown,” the students measure how tall they have grown since the first day of the year. Using the measurements taken at the beginning of the year, the students compare heights, measuring each student again and marking the height on the butcher paper next to the older measurement. Using rulers, the students measure how much each child has grown. The teacher measures the length between the first measurement and the newest one by placing the zero of the ruler at the first mark and measuring to the most recent mark. This lesson progresses from counting skills at the beginning of the year to comparing numbers and applying them to measurements at the end of the year. The game “Number Fingers” supports students’ understanding of various ways to compose numbers. The teacher encourages students to represent numbers and quantities in various ways by using their hands and describing how they created the total number. The teacher asks the students to show a total of five fingers. After the students hold up their fingers, the teacher discusses the various ways students decide how to show five fingers. The teacher asks, “Did anyone hold up one hand?” and “Did anyone hold up three fingers on one hand and two on the other?” The teacher asks the students to show five fingers again but in a different way than they did the first time. The teacher repeats the process up to ten. These activities build on students’ number sense by having students count and compare numbers.

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## English and Spanish Prekindergarten Program Summary

### Spanish Evidence 7.4

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

# Kaplan

## English and Spanish Prekindergarten Program Summary

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.

<b>7.5 Materials &amp; Score</b>	<b>7.5 Rationale</b>
<b>7.5 English IM Meets 4/4</b>	The materials include full lessons to develop students' academic math vocabulary. Throughout units, the materials include repeated opportunities to hear math vocabulary and practice using the math vocabulary. There is guidance for teachers on how to scaffold and support students' development and use of academic math vocabulary.
<b>7.5 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 7.5

Evidence includes but is not limited to:

The "Teacher's Handbook" supports teachers in understanding the different math developmental levels. Appendix B includes "Math Trajectories," a chart that lists the math learning trajectories and aligns to the math lessons. These levels show the progression of concepts, structures, and skill development in math learning. The materials guide teachers in understanding how to adjust activities based on the students' skill level; they include guidance for teachers on how to scaffold and support students' development and use of academic math vocabulary throughout all units.

In Unit 1, the teacher introduces the center time activity, "How Many Are Here Today?" The activity is about numbers and how we use numbers every day to tell us how many of something we have. The students count to find out how many students are in the class that day. Each student stands up and is counted as students slowly pass the ball. The students echo count and repeat the number word. The last number word is repeated as the last child is counted, allowing students to hear repeated math vocabulary. During small group guided mathematics instruction, the teacher introduces the activity "Counting Time" and provides a variety of manipulatives, including cubes, blocks, and shapes. The teacher engages in conversations with



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# English and Spanish Prekindergarten Program Summary

the students about the materials by asking, “What are your three wheels doing? How many cubes did you use to build your tower? How many shapes do you have in that little group? How do you know?” The students answer the questions, allowing them to practice using math vocabulary; the teacher scaffolds the learning when necessary.

In Unit 3, the lesson “Make a Triangle” integrates a chant with the new math vocabulary (*triangles, sides, angles, and corners*). The students sing the chant and focus on the number of corners, angles, and sides that the triangle has. The teacher emphasizes that a triangle’s sides and angles can be different sizes, but what is most important is that its three sides are straight and connected to make a closed shape. The teacher asks the students to use their fingers to form triangles. The chant is an extension of the whole group lessons on triangles previously taught in the unit. The chant is used more than once in the unit for students to practice and internalize the meaning of the word *triangles*; students thus practice using math vocabulary. The students are reminded of a book they have read, *Shape of Things*, and that the book shows examples of how shapes are used to create things. The teacher invites students to look for shapes in the book, especially the rhombus. The teacher goes to the beginning page and asks students, “What shape do you see on this page?” If students have difficulty responding, the teacher scaffolds to try to elicit an answer. The teacher goes to the selected pages to review the shapes and asks questions such as “Why is that shape a good choice in that picture?” After reading the book, the teacher asks if they know another name for a rhombus (*diamond*). These lessons include opportunities to develop students’ academic math vocabulary by providing repeated opportunities to hear math vocabulary and use math vocabulary. There is scaffolding guidance for the teacher.

In Unit 6, the teacher introduces the “Pattern Dance.” The students practice math vocabulary words such as *patterns, AB, ABB, ABC, and unit patterns*. The teacher creates a movement pattern and demonstrates it to students. Then, music is played, and students replicate it while identifying the pattern, allowing for repeated opportunities to hear math vocabulary. The students play the Pattern Dance numerous times using different types of pattern combinations; this provides them with practice using math vocabulary. The students create their own patterns and have their classmates replicate and guess the pattern. During small group time, the students play a game involving measurement called “Paths to Kindergarten.” The teacher shows the students a toy character and a game board. The teacher asks, “How can we figure out which path is shorter using these tools?” The students are paired together and measure the shortest path to kindergarten using cubes and coffee stirrers in any way they can. During the game, the teacher asks prompting questions, such as “How many of these cubes are needed to measure this route?” or “How many coffee stirrers did you use to measure this route?” The teacher models mathematics vocabulary terms such as *long, short, equal, same, and different*; questions support student use of these new terms.

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## English and Spanish Prekindergarten Program Summary

### Spanish Evidence 7.5

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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## English and Spanish Prekindergarten Program Summary

**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.

<b>8.1 Materials &amp; Score</b>	<b>8.1 Rationale</b>
<b>8.1 English IM Meets 4/4</b>	The materials provide full lessons on building science knowledge through inquiry-based instruction and exploration of the natural world as laid out in the Texas Prekindergarten Guidelines. Throughout the units, the materials provide guidance for the teacher to develop children’s observation and questioning of their environment and their ability to communicate ideas. Materials include exploration with scientific tools and opportunities for students to explore physical, life, and space science through hands-on experiences.
<b>8.1 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 8.1

Evidence includes but is not limited to:

In Unit 1, in the small group activity “Smell and Tell,” the students use their sense of smell to identify the items contained in small canisters. Pictures of the items are provided as visual cues, including toothpaste, coffee, soap, and other items. This activity facilitates observation skills and inquiry using the sense of smell; students identify, think, and communicate their findings using scientific vocabulary such as *observe*, *predict*, and *record*. The teacher records their findings on a chart paper, which develops students’ ability to communicate ideas through hands-on experiences. Students explore different objects using magnifying glasses when the teacher reads the book *Nature Up Close*. The teacher asks students what a magnifying glass is and what it does. The teacher has several items for students to examine, such as shells and rocks, and describes one of the items using descriptive words to help students guess the item, such as “Does the shell look bumpy or smooth?” The teacher reminds students that a

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magnifying glass is like a mirror so that tiny things can be seen. Students draw the object seen with and without the magnifying glass, which allows them to explore using scientific tools.

In Unit 3, during small groups, students make predictions and investigate movement during the “Block and Roll” experiment, in which they explore ramps and stairs. The students participate in a discussion about all the ways that ramps make traveling up and down easier. The students also communicate their ideas by answering the following questions: “How do cars move up and down from a low place to a higher place? Can they move up and down stairs? How do ramps help people?” The teacher shows the students items that will or will not roll. Then, students work in partners with a set of items, a pencil, and a recording sheet. As students test each item, they put a checkmark in the appropriate box depending on whether the item rolls. Students take turns sliding the item down a ramp, and the teacher talks about the way different phenomena occur, such as how rectangular prisms slide rather than roll. After students have finished testing, the teacher leads groups to compare their results and predictions. This activity allows students to observe, make predictions, communicate ideas, use scientific tools, and explore the sciences through hands-on experiences.

In Unit 5, the teacher reads aloud the book *Plants We Eat and How They Grow*. The teacher tells students that we eat certain parts of plants and the fruit of the tomato plant. The teacher describes how tomatoes grow and what they need to be healthy. The students communicate their ideas by answering the following questions: “What is planted in the soil to start a tomato plant? What would happen if there was not enough water for the tomato plants?” The students communicate their ideas by adding drawings of the stages of growing tomatoes in their science journals. During the small group activity “Seed-Sprouting and Planting Experiment,” students create bags of both dry and moist seeds to compare and make predictions about the growth of dry and moist seeds. Teachers ask, “What makes you think that the seeds will or will not sprout?” The teacher records the students’ predictions about sprouting on chart paper. Students observe, make growth comparisons, and record this in their journals. Materials include exploration with age-appropriate scientific tools and hands-on experiences. The students check on their plant experiments and make predictions about what they think they will observe when they look at the plants that are being grown in the dark and the plants that are being grown in the light. The students compare the plants grown in the dark and the plants grown in the light. The teacher asks the following questions: “Do radish seedlings need light to grow and be healthy? How do you know?” “What do you observe? Do the plants grown in the dark look the same as those grown in the light? Do bean seedlings need light to grow and be healthy? How do you know?” The students record their observations in their journals. These experiments allow students to build science knowledge through inquiry-based instruction and questioning of their environment.

### Spanish Evidence 8.1

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## English and Spanish Prekindergarten Program Summary

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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## English and Spanish Prekindergarten Program Summary

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.

<b>8.2 Materials &amp; Score</b>	<b>8.2 Rationale</b>
<b>8.2 English IM Partially Meets 2/4</b>	The materials include some opportunities and lessons on the study of culture and community. There are some opportunities for students to learn about routines, events, and roles of consumers, yet minimal opportunities for students to explore community and self throughout units.
<b>8.2 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 8.2

Evidence includes but is not limited to:

The “Teacher’s Handbook” provides the teacher with general guidance on how to engage diverse families. For example, the guidance provides different approaches for building relationships and making connections with the home. For example, materials encourage students to make posters about their families to hang in the classroom; and encourage teachers to include books in the “Book Nook” that reflect students’ families and invite families to share with the class, which promotes community and culture. The handbook emphasizes the importance of reviewing and creating schedules. The teacher creates and hangs cards for each part of the day and puts the schedule at eye level in a place to which the students have easy access, so they can change it. The teachers review the schedule daily at “Welcome and Read Alouds.” They show the students how to read the schedule and refer back to it frequently, which allows students to learn about routines, events, and predictability.

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In Unit 1, in the small group lesson “Meet Our Class Book,” students develop a sense of self by creating their own individual page. The teacher creates pages for the students to fill in: “... is... years old. She/he likes to.... Her/his favorite thing to do at school is....” Students also create their self-portraits by looking at themselves in the mirror. The whole group lesson *Owl Babies* provides students the opportunity to observe and discuss similarities between the owl babies’ family and their own. The teacher talks with the students about the roles and responsibilities of family and emphasizes that families take care of each other. The teacher asks the students how their family members take care of each other, leads a discussion, and shares the similarities that they observe, which allows students to explore commonalities and differences in individuals.

In the lesson “How Many Are Here Today?” the teacher makes a daily activity of counting how many students are present every morning and how many students were present yesterday. The students count how many students are present today and how many students were present yesterday. This activity provides opportunities for students to learn about routines and events, both past, present, and future. Students continue to learn about family customs and traditions in the “Dramatic Play” center. The teacher includes items that reflect the children’s home environments, such as recipes, newspapers, books, empty boxes of food—with original labels reflective of children’s home languages—and artwork. The teacher adds photos of the students’ families and discusses how their families are alike and different, including the following questions: “Who does the cooking? Who washes the laundry? What other jobs do their family members do? What jobs do the children do?” These activities allow students to actively engage and build social studies knowledge through community and culture. The materials do not fully develop full lessons on self and family throughout all units.

In the Unit 3 project, students make two sets of toys (one for their classroom and one to give to another class or a center for homeless families or the like), and the Dramatic Play center becomes a toy store, exposing students to the different roles of consumers in their community and providing students an opportunity to use play money, create a toy catalog, and explore roles, including store manager, cashier, and customer.

In Unit 4, the students learn about different jobs and the work people do in constructing a building. In the “Meet the Experts—Construction Site” lesson, the teacher reviews information about constructing a castle and asks questions about the process: “What is needed to have water... to power the lights, etc.” The teacher asks students if they remember what kinds of things happen before someone starts to build a building. The teacher talks about a sequence of events required to build a building and about the different jobs, such as carpenters, plumbers, and electricians, that are needed to construct the building. The teacher introduces the idea of what a consumer is in the unit about museums. The Dramatic Play center is set up as a “Museum Gift Shop,” and the teacher models what the consumer does and what the shopkeeper does. The teacher reminds the students of the rules, saying, “When you are the shopper, you let the worker know how many cubes, dinosaurs, or other items you would like to purchase.” The students buy up to 15 items (or more if their counting ability is higher). The

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teacher then tells the shopkeeper that he or she will count out the number of items and put the items into the box. Each item costs one dollar. The teacher provides play money. Then, the students explore the roles; one student pretends to be the museum worker and the other the consumer. The students pretend to make a purchase, then reverse roles and repeat the activity. These lessons expose students to the different roles of consumers in their community. The materials do not focus on social studies knowledge of family and only reference some of the community workers. The materials provide opportunities for children to begin to understand important symbols and customs that represent American beliefs and principles and contribute to our national identity. The daily routine outlined in the materials provides students with a daily opportunity to observe and discuss the flag of the United States of America and the state flag, as well as the opportunity to observe a moment of silence and hear or say the Pledge of Allegiance. Throughout all units, students are asked to vote on different occasions to help lay a foundation for children's development of self within the community at large.

In Unit 5, the students learn about other cultures from around the world through bread. As the students make bread, they compare the similarities and differences of bread around the world and discuss and describe the bread they eat with their families.

In Unit 6, students connect with an activity they did in Unit 1, the "Meet Our Class Book." The teacher asks students if they remember creating the book at the beginning of the year and what the book is about. The teacher asks the students to identify what they wrote in the book at the beginning of the year and compare it to what the class is like now (emphasizing the change over time). The students compare a name-writing sample from the beginning of the year to one from the end of the year. After reading the book, the teacher asks questions such as "Do you think more things are different or more things are the same from the beginning of the year? Why or why not?" In the "Writing" center, students create and write autobiographies. The teacher encourages and guides the students to identify similarities and differences between their families and their classmates' families. Students share their responsibilities, their role, and experiences with their families, which provides opportunities for students to explore commonalities and differences in individuals.

### Spanish Evidence 8.2

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.



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## English and Spanish Prekindergarten Program Summary

**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.

<b>8.3 Materials &amp; Score</b>	<b>8.3 Rationale</b>
<b>8.3 English IM Meets 4/4</b>	The materials include full lessons and expose children to the fine arts through exploration as laid out in the Texas Prekindergarten Guidelines. Throughout the units, the materials provide a variety of daily experiences through multiple mediums and emphasize the students’ engagement in the process of creating rather than the product created.
<b>8.3 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 8.3

Evidence includes but is not limited to:

The material provides many daily opportunities for students to engage in different mediums, such as music, drawing, movements, and engaging in the “Dramatic Play” center. Every morning, the teacher welcomes and starts the day with a song, dance, or fingerplay to engage students in whole group activities that encourage movement. The “Art” center has many activities that allow students to engage in the process of creating their own artwork rather than the product being created.

In Unit 1, every day, the teacher welcomes the students with a song; this is also true of the other units. The teacher and students sing “The Parts of Me” song to the tune of “Twinkle, Twinkle, Little Star” to support learning number words and body parts. The teacher and students sing, “I have one head (and they move head side to side),” and continue with one nose (point to nose). The students make hearing and touch posters for their senses. The teacher provides objects for students to explore, such as sandpaper and velvet, on paper plates. The students draw and glue words and pictures from magazines and newspapers of things they observe while hearing and touching. The teacher adds red, blue, and yellow paint to the Art Center. The students explore how to make different colors by mixing the primary colors and

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creating their own artwork. These activities allow students to actively engage in the fine arts throughout different daily experiences, through music and creating their own artwork.

In Unit 3, the students create fingerpaint tracks in the Art center. The teacher places small cars with wheels, bowls of fingerpaint, and butcher paper in the Art center. The students create their own artwork by rolling the cars in the paint and then rolling the cars across the paper. The teacher reads aloud the book *Dream Something Big*. With a partner, the students share a time when they transformed some old material into something special. A few students share with the group how they felt when they created it and relate their feelings to how Uncle Sam might have felt. The teacher places an assortment of objects in the Art center for students to use to glue and create their own masterpieces; the teacher writes down the children's descriptions of what they constructed. The teacher sets up the Dramatic Play center as a toy store. The students play and act out having a job, including how to order, sell, and stock the shelves. These activities provide a variety of daily experiences through a variety of mediums and allow students to engage in the process of creating their own artwork.

In Unit 6, in the Art center activity "Excited for Kindergarten," the students paint a picture about the things they are excited about in kindergarten and the things they like about prekindergarten; this allows students to create an open-ended drawing or painting based on their interest. In the "Favorite Art Materials" activity, the teacher creates a list of students' favorite art materials and lessons from past units. The teacher features the art materials chosen by the group, and students create their own artwork using their favorite art materials. In the "Self-Portrait Activity," the teacher provides a variety of materials, and students create their self-portraits. Students compare how much they have changed from the beginning of the year to the end of the year. The teacher displays their artwork and captions in the classroom for families and friends to enjoy. During a math lesson, the teacher demonstrates an AABB pattern unit by stomping two times and then clapping two times. The teacher plays music, and the students join in on the pattern dance, saying the pattern out loud. Once the dance is complete, the students describe the unit of the pattern (stomp, stomp, clap, clap) and then use letters to describe the units of the pattern (AABB). Then, the students use music to show a new pattern for the group to repeat. The activities in this unit allow for students to engage in the fine arts through multiple mediums, including music, dance, other movements, and creating drawings and artwork.

### Spanish Evidence 8.3

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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## English and Spanish Prekindergarten Program Summary

**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.

<b>8.4 Materials &amp; Score</b>	<b>8.4 Rationale</b>
<b>8.4 English IM Meets 4/4</b>	The materials include full lessons and expose children to technology applications through exploration as laid out in the Texas Prekindergarten Guidelines. Throughout the units, the materials provide a variety of daily experiences and opportunities to link technology to the classroom. These use a variety of digital tools and enhance students' learning.
<b>8.4 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 8.4

Evidence includes but is not limited to:

In the “Teacher’s Handbook,” under the “Computer Center” section, materials provide guidance on best practices, give evidence to support the appropriate use of computers and devices in the classroom, and explain how computers are beneficial to learning. The materials provide strategies for extensions, including whole group discussions after computer sessions to give the students opportunities to talk about how they use the computers, ask questions, and discuss any problems they’re having in the center.

In Unit 1, the teacher introduces the “Computer” center, how to log in, and expectations. The students begin to play learning games and practice typing their names. In the small group activity “Expectations Scavenger Hunt,” the students use a camera to take photos of other students engaging in appropriate behaviors and check them off a list; this allows them to explore and use various digital tools. The students create fingerprints on index cards and are instructed on how to use the internet to access information about fingerprint types; the teacher discusses safety when using technology, with additional reminders about the rules. Throughout the units, the “Listening” center provides students a way to engage with technology in a meaningful way. Students hear recordings of books that they have read with the teacher and

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choose the books that they want to listen to. The material provides a digital resource called “Games,” which has weekly games that students play when they visit the Computer center. The digital resource is set up so that every student has his/her own account and password. Passwords are made up of three picture icons that are easy for students to remember. The games are easy, have lively visuals, and have instructions that are easy to understand. The students are guided by recorded instructions and can pause and return at a later time as needed. These activities provide students with opportunities to experience technology in the classroom and explore and use digital tools. They provide learning that is appropriate and is not distracting.

In Unit 4, the small group activity “Emotions Story Writing” provides appropriate technology use and various digital tools. The teacher asks the students what digital tools they could use to record their emotion stories. The teacher demonstrates how to use the listening device and invites one student to tell their story while another child records it. The students take turns telling their parts of the story and operating the device. A computer device is used to “read” the stories, which allows the students to listen to them. The students can later access and listen to all the recorded stories. In the activity “Who’s the Expert,” students explore the jobs of different experts such as archaeologists or paleontologists. In the Computer center, students use technology to email an expert who gives them information about dinosaurs. The teacher reminds students to practice safe behaviors online and observes them to ensure safety. These activities enhance students’ opportunities to engage in a variety of appropriate technology applications by using a variety of digital tools in the classroom with teacher guidance.

In Unit 6, the students think of what they are proud of and use it for the class video yearbook. The teacher asks the students what digital tools can be used to record the video. The students do a “Think, Pair, Share” about what they are proud of or what they have learned during the school year. If students name a skill that can be recorded or videotaped, the teacher records the student doing that skill. The video segments are recorded for the yearbook. The students continue using an audio recorder to record themselves retelling stories. The students later access and listen to the recorded stories. In the Listening center, the teacher puts recorded children’s books so that students can listen as they read along with the story. These activities include a variety of technology applications, incorporate a variety of digital tools in the classroom, and provide appropriate learning opportunities.

### **Spanish Evidence 8.4**

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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## English and Spanish Prekindergarten Program Summary

**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.

<b>9.1 Materials &amp; Score</b>	<b>9.1 Rationale</b>
<b>9.1 English IM Partially Meets 1/2</b>	The materials include developmentally appropriate diagnostic tools and guidance for teachers to monitor progress. They include minimal guidance for students to monitor their own progress.
<b>9.1 Spanish IM Partially Meets 1/2</b>	The materials provide a variety of diagnostic tools that are developmentally appropriate, but there is no evidence of progress monitoring. Materials provide guidance to ensure consistent and accurate administration of diagnostic tools. There is minimal evidence of tools that students use to track their own progress and growth. Materials include diagnostic tools to measure most of all content and process skills for prekindergarten, as outlined in the Texas Prek Guidelines.

### English Evidence 9.1

Evidence includes but is not limited to:

The materials include a variety of diagnostic tools that are developmentally appropriate, including checklists, observations, and informal assessments. The materials provide math, science, and social and emotional assessments for each small group lesson; they are organized by objective, in the order that the lessons and objectives appear in the unit. The teacher accesses the informal assessments through the online portal, under the “Assessments” tab or the “Pre-K Formative Assessment Book.” The assessment tools are designed to allow students to demonstrate understanding in a variety of ways and settings; materials provide guidance to ensure consistent and accurate administration of diagnostic tools. The materials include a separate assessment guide, the Pre-K Formative Assessment book, which helps the teacher

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## English and Spanish Prekindergarten Program Summary

focus observations on the most important knowledge and skills. Each assessment provides a place for the student's name, three options for the teacher to choose from, and a section for observational notes. The three options provided are "Independent," "With Help," and "With Much Help." The assessments also include a checkpoint question during the small group lesson that guides the teacher in assessing the student; for example, "Does the child identify others' emotions based on the pictures?" and "Do the students identify problems?" The online portal includes an "Assessment" tab at the top of the page that provides the teacher with a method of electronically documenting and assessing the target skill in each subject area (science, math, social and emotional development, literacy), in each small group lesson or activity, as they are taught. Based on observation, the tool allows the teacher to document how the students demonstrate the skills including (Independent, With Help, or With Much Help) and a "Notes" section for supplemental anecdotal information. The materials include a variety of diagnostic tools that are developmentally appropriate (e.g., observational, anecdotal, formal). The materials do not provide adequate tools and opportunities for students to consistently track their own progress and growth of their skills throughout the school year.

In Unit 2, during the whole group activity, the teacher reads a text called *Big Trees*. In this text, students learn about the way people, animals, and plants are connected to one another and to the earth's materials. The teacher asks questions about the book. The teacher notes whether students can describe the relationships between and among the components of the environment and whether instead of just saying the word *bird* or *worm*, the student describes how they *saw the bird eating the worm*; the teacher can thus perform observational and anecdotal progress monitoring. In the small group activity "Shape Match," in the "Checkpoint" section, the teacher observes and takes notes using formative assessment during small groups. The teacher asks guiding questions, such as, "Are students able to name shapes?" "Are students able to match the same shapes?" "Can they connect shapes to objects they know?" This guidance ensures consistent and accurate administration of diagnostic tools.

Each unit concludes with a project to assess the knowledge and skills of the students. In Unit 5, there is a garden party. The teacher shares the work that students have done as they learned about gardens, plants, and other living things. The students present their class book on the radish life cycle, review their science journals, and meet the earthworms students have been learning about. The students create a garden mural that has actual-size flowers, insects, and plants found in gardens. The "Growing Our Garden" lesson has assessments, including the science assessment for the "Seed Sprouting and Planting Experiment." The assessment checklist prompts the teacher to ask questions such as "Does the student explain his/her predictions about the sprouting experiment, using prior experience and knowledge?" The checklist includes the students' names, and the teacher uses the checklist to see if the student performs the task with help, independently, or with much help; there is also space for teacher notes. The math assessment for ordinal numbers ("Disappearing Numbers") is a formal assessment; it includes a math trajectory, which is used to determine whether the students do the activity independently,

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with help, or with much help. The materials include diagnostic tools to measure all content and process skills for prekindergarten, as outlined in the Texas Prekindergarten Guidelines.

In Unit 6, the small group lesson “The Class Video Yearbook: My Name” provides students the opportunity to look at their growth with name writing. The teacher shows students a sample of their names that they wrote at the beginning of the year and compares it to the way they write their names now. Students are asked to try to identify the letters that they wrote at the beginning of the year to see the progress they have made, allowing students to track their own progress and growth. The end-of-the-unit project recaps how the students have grown and what they have learned throughout the year. The students create a class book called “What We Have Learned” and revisit their favorite lessons and activities. This book allows students to demonstrate what they now know and what they did not know at the beginning of the year, thus allowing students to track their own growth and progress. However, this is the only place throughout all the units that provides tools for students to track their own progress and growth.

### Spanish Evidence 9.1

Evidence includes but is not limited to:

The materials include assessment tools as a rubric established in the “Formative Assessment” book designed to be ongoing, strategic, and purposeful. Across all domains, the rubric assessments guide the teacher in the “Checkpoint” section. For example, a Math assessment evaluates the student’s ability to “quickly recognize the number of objects in small groups (perceptual subitizing).” The Checkpoint says “Does the child talk about how many, which is bigger, who has more, shapes, patterns, and how materials change? For example, does he say, ‘Two triangles make a square?’” The teacher distinguishes if the student is able to complete the task by recording the student’s developmental level as “independent, with help, or with much help” on the assessment sheet.

The materials provide guidance to ensure consistent and accurate administration of diagnostic tools in each lesson during “Grupo pequeños—Verificación.” The guidance appears as embedded reminders and tips that support the teacher in collecting observational or anecdotal notes across all domains while working with students in small groups. For example, in Unit 2, the teacher is reminded to collect data for the formative assessment. The materials state: “Observe y tome nota en la evaluación formativa de lectura y escritura: ¿Los niños formulan preguntas y usan las palabras interrogativas como corresponde?” In the teacher manual, there is guidance for administering an alphabet test where the teacher administers the test class-wide and rates the children based on the letters they are learning. The “Formative Assessment” book provides teachers with a checklist that assesses letter names and sounds. The checklist provides spaces to mark when a child can produce upper and lowercase letter names and letter sounds. However, the frequency with which to assess students in this area has little guidance as the

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materials state: “Con el tiempo, volverá a esto cuando compruebe que los niños han aprendido nombres y/o sonidos de otras letras y para identificar a los niños que se beneficiarían de una instrucción adicional sobre determinadas letras y sonidos.”

There was no evidence found for the students to track their own growth and progress throughout all of the units.



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**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 (Spanish only).

<b>9.2 Materials &amp; Score</b>	<b>9.2 Rationale</b>
<b>9.2 English IM Meets 2/2</b>	The materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools. The materials support teachers with guidance to respond to individual students’ needs in all domains. Tools yield meaningful information for teachers to use when planning instructions. There are a variety of resources and activities to respond to student data and guidance for administrators to support teachers in analyzing and responding to data.
<b>9.2 Spanish IM Meets 2/2</b>	The materials include support for teachers with guidance and direction to respond to individual students’ needs in all domains based on measures of the students’ progress appropriate to the development level. The materials provide guidance for administrators to support teachers in analyzing and responding to data.

### English Evidence 9.2

Evidence includes but is not limited to:

The “Teacher’s Handbook” provides guidance for completing informal assessments during small groups and computer activities and through recording observations throughout the day. Depending on the results of these assessments and observations, the teacher can choose appropriate activities for “Fast Focus” and “Small Group” on Day 5 of each week. The materials also provide a “Pre-K Assessment” book. Within the online portal, data is analyzed for individual

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children in real-time. As an assessment is completed, the data is adjusted and reflected in a pie chart. Formative assessments are included in most domains; these guide teachers in making instructional decisions about individual students and small groups of students.

Another resource, the “Formative Assessment Handbook,” provides the teacher with assessments for every domain. The assessment includes a checkpoint question that supports the teacher in assessing the students. For example, in a lesson focused on subitizing, the teacher observes and responds to the checkpoint question, “Does the student compare and tell whether or not his cards have more dots than yours?” Based on observation, the teacher can record whether the student was able to do the task “Independently,” “With Help,” or “With Much Help.” These diagnostic tools support the teacher in easily interpreting the results to support the students’ developmental levels. These diagnostic tools yield meaningful information for teachers to use to plan instruction and differentiation.

Additionally, the materials include recommendations across the lessons in each unit to support teachers in differentiating instruction based on informal student observations. For example, small group lessons are followed by a checkpoint section that prompts the teacher on when to administer the formative assessment targeting the specific skills taught in the lesson. The teacher can follow the “More Support” suggestions to modify activities for struggling students based on these checkpoints. Examples of this can be found across the units. For example, in the Unit 1 small group activity “Counting Time,” the students are assessed on counting multiple different objects. The More Support section suggests using the one-inch natural cubes rather than multiple different objects to help the student focus on counting. In another example from the “Literacy” domain, in a Unit 4 small group activity, “Sorting and Resorting Our Collections,” the checkpoint cues teachers to observe the students and reflect on the question “Are students engaging in the activity by using oral language and writing the letters as you write and speak?” The More Support section suggests selecting shorter words or phrases to support struggling students. The materials provide diagnostic tools that yield meaningful information for teachers to use when planning instruction and differentiation.

In Unit 2, the small group lesson “Review and Enrichment” provides the teacher with skills and activities that review the lessons from that week. Depending on the assessments done during the week, the teacher has the flexibility to choose the skill and activity that will best support the students. The domains covered in this section are “Math,” “Literacy,” “Science,” and “Social and Emotional Development.” The material provides a checkpoint section that reviews the importance of completing and reviewing the assessments. The materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data. For example, the Unit 2 small group activity “Name Match” addresses naming shapes. In the “Continue the Learning” section, the teacher places shapes in the “Games and Puzzles” center to encourage students to play the game independently and reinforce the skill. Under the More Support section, the teacher limits the number of shapes and provides more time during

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the shape match game for those students who are struggling. Under the “More Challenge” section, the recommendation is to include less familiar shapes during the activity. The materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data. In Unit 6, in the small group lesson “The Class Video Yearbook: My Name,” students look at how their writing skills have developed over the year. The teacher observes and takes notes on the literacy formative assessment, following the guiding question, “Are students able to write their first name?” The teacher follows guidance to scaffold instruction based on this observation. If the student is still struggling, the teacher uses the student’s name card to help the student determine what to write and assist with letter formation. For more of a challenge, the teacher invites students to write both their first and last names. The materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data.

The “Principal’s Handbook” provides administrators with an overview of the program. The Teacher Handbook provides this information for the teacher. The guidance supports the administrator to understand the entire program, including the Formative Assessment Handbook and all its components, to best support teachers. This handbook allows the principal to understand the type of assessments used in the prekindergarten classroom. The materials provide guidance for administrators to support teachers in analyzing and responding to data through the use of an online portal that includes the “Fidelity Checklist” as a quick observation tool to monitor the implementation of structural and process features of the classroom.

### Spanish Evidence 9.2

Evidence includes but is not limited to:

The materials include a “Formative Assessment” book with recommendations to support teachers in adjusting instruction to meet students’ needs based on data collected from developmentally appropriate assessments in each domain in the curriculum. For example, if anecdotal notes indicate a student is not demonstrating progress in letter-sound recognition, the materials state “Some children may struggle isolating the /g/ in grapes or the /f/ in flower for those alphabet cards. If needed, feel free to switch to easier words that are familiar to children, perhaps goat for g and fox for f.” Downward and upward scaffolds appear in lessons created for small groups in clearly labeled sections: “Verificación,” “Más apoyo,” and “Mayor desafío,” which are in each unit throughout all the materials.

The “Principal’s Handbook” states that the Formative Assessment book is a tool that helps teachers “determine what to do next to help a child move along his or her learning trajectory” based on recommendations that support adjusting instruction to meet students’ needs. The handbook provides principals with an understanding of how the materials embed opportunities for progress monitoring throughout the units. The formative assessment for each lesson

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includes a checklist for teachers to indicate if the child is capable of performing the task “independently,” “with some help,” or “with much help.” Based on that data, teachers can modify their instruction. The formative assessments yield information for teachers when planning instruction and differentiation.

The materials provide teacher guidance on a variety of activities in response to student data. The Principal’s Handbook indicates “daily lesson plans include suggestions, questions, and tips that teachers can use to help them identify how the children think.” Teachers are encouraged to use anecdotal records, samples of student’s work, interviews (planned or spontaneous), rating scales, photographs, audio recordings, video, time sampling, etc. to help themselves better understand what students do and don’t know to support purposeful planning of the prekindergarten experience. For example, in Unit 6, the students learn about the meaning of the word “proud.” During the lesson, the teacher asks the students to fill out the sentence stem “Estoy orgulloso de poder...” The teacher observes and records the abilities of the students. Then, the teacher changes the strategy for struggling students by providing a visual and more examples, encouraging students to go to the writing center and draw or write in their class book, “Lo que hemos aprendido,” about what they have learned.

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9.3 Materials include frequent, embedded opportunities for monitoring progress.

- 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.

<b>9.3 Materials &amp; Score</b>	<b>9.3 Rationale</b>
<b>9.3 English IM Meets 2/2</b>	The materials include frequent and integrated opportunities throughout all units. The materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress. The frequency of progress monitoring is appropriate for the age and content skill.
<b>9.3 Spanish IM Meets 2/2</b>	The materials include frequent embedded opportunities for monitoring progress. Materials include routine and systematic opportunities for accurately assessing student knowledge while keeping the frequency developmentally appropriate for age and content skill.

### English Evidence 9.3

Evidence includes but is not limited to:

Routine and systematic progress monitoring, including formal and informal assessment measures, is integrated into the lessons and units throughout the year. In the online portal, the teacher can reference the date, lesson, and objective that is observed in a given lesson. Using this tool, the teacher can identify the frequency at which each skill will be observed as well as quickly identify the number of opportunities provided for a given objective. For example, observations and assessments focused on the Prekindergarten Guideline to describe and identify shapes in the environment are directly assessed twice and observed 13 times throughout the year, which allows for an appropriate skill progression across the year. The material provides the teacher with the “Formal Assessment Handbook,” which guides the teacher in providing progress monitoring throughout all the domains. These domains are assessed with different skills, ranging from every week to every two weeks. The material guides the teacher to provide an assessment during Days 2, 3, and 4 of the week. Each assessment is given to assess a skill that was taught that week during the unit. The assessments are mostly observation-based; they are age-appropriate and fair for this age group. Frequency of progress monitoring is appropriate for the age and content skill. This instrument provides for individual documentation of how the student demonstrates the skill, including “Independent,” “With

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Help,” or “With Much Help.” It also includes a column for notes to document specific approaches used or other data/information to support an understanding of each student’s level of functioning. The literacy assessment is included in a separate section and is aligned to the literacy objectives as they are presented in each lesson. The materials also include the alphabet knowledge and vocabulary assessment, which directly assesses letter naming and sounds. The materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress.

In Unit 2, the materials include recommendations for assessing students through a formative assessment in a developmentally appropriate way. For example, the small group activity “Shape Match” teaches students shapes and matching. The “Checkpoint” section that follows assesses this skill based on observation, using the indicator “Students will name and describe the attributes of familiar 2D and 3D shapes.” The measures include Independent, With Help, or With Much Help. The frequency of progress monitoring is appropriate for the age and content skill.

In the Unit 3 small group lesson “Emotions Matching Game,” students recognize emotions in themselves and in others. Students hear and use the words *emotions, feelings, happy, sad, lonely, angry, mad, scared, afraid, frustrated, excited, disappointed, worried, and proud*. The teacher observes and takes notes on the formative assessment for this small group: “Do the students identify an appropriate emotion based on the visual cues? Do the students identify appropriate ways to act when they feel certain emotions?” The frequency of progress monitoring is appropriate for the age and content skill.

In Unit 5, the materials provide suggestions for tracking student progress in the development of literacy skills appropriate for this age. For example, in the small group activity “Garden Party Invitations,” students work with the teacher to write a party invitation. The checkpoint activity that follows assesses writing development. The skill being measured includes “Students will make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters.” In the small group lesson “Growing a Garden Game,” students match the number of seeds to the goal number. Students hear and use the word *add*. The teacher observes and takes notes on the formative assessment for this small group: “Can students determine the accurate amount to place on each garden to reach the goal number?” The measures include Independent or With Help. Frequency of progress monitoring is appropriate for the age and content skill.

### Spanish Evidence 9.3

Evidence includes but is not limited to:

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The “Formative Assessment” book includes routine and systematic progress monitoring opportunities in Science, Literacy, Math, and Social and Emotional Development domains. The materials contain an assessment guide with embedded progress monitoring opportunities for students based on the units of study. The guide includes connections with the skills taught in the materials. “The book is organized in chronological order by unit, week, and day. Complete each day’s formative assessment page(s) as you move through the curriculum.” The assessment collection sheets include the student objective and trajectory level with descriptors for each level, which guide and support the teacher in accurately scoring student performance.

Assessment data is recorded on the checklist sheets provided in the Formative Assessment book and transferred online. Student progress can be entered in the online teacher portal in conjunction with the printed Formative Assessment book. Once the data is input in the teacher portal, it is unclear exactly how the data collected from the assessments is organized to show progress and how it can be monitored throughout the year. Guidance from the materials for assessing literacy states “Once you have taught lessons supporting a goal, you can begin assessing each child’s ability. Complete the checklists based on your observations for any literacy objectives that you observe.”

The literacy section of the formative assessment has specific literacy components, which are concepts of print, genre, phonological awareness, reading comprehension, writing and writing development, alphabet knowledge, and vocabulary. Each component has a checklist for various learning objectives; they are either grouped with a specific unit or have no designation and are to be used continuously, like the letter name/letter sound checklist.

For math, science, and social-emotional small-group lessons, the assessments are organized by objective in the order that the lessons and their objectives appear in the units. As teachers complete each small-group lesson with the children, they mark each child’s ability regarding the core objectives addressed in that lesson. For example, Unit 1, week 6, day 4 assesses the student’s ability to use science vocabulary terms expressively. The teacher is prompted to score: “Children will use a variety of words to describe and label people, places, things, and actions.” Teachers determine if the student can show understanding “independently, with help, or with more help.” Then the teacher is to monitor and adjust instruction based on student outcomes.

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**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.

<b>10.1 Materials &amp; Score</b>	<b>10.1 Rationale</b>
<b>10.1 English IM Meets 2/2</b>	The materials provide some guidance, scaffolds, supports, and extensions with guidance and support throughout the year. The materials provide additional enrichment activities for all levels of learners.
<b>10.1 Spanish IM Meets 2/2</b>	The materials provide guidance, scaffolds, supports, and extensions for differentiation of instruction. However, the materials provide some targeted instruction for students who have not met mastery level. The materials provide enrichment activities for all learning levels.

### English Evidence 10.1

Evidence includes but is not limited to:

The materials provide a “More Support” section, which teachers can use with students who struggle to master the content. In Unit 1, materials suggest downward scaffolding for the “Think, Pair, Share” strategy used in small and whole groups: breaking down the strategy into individual steps, stating what each step means, and explaining how students can do the recommended action. The teacher models and gives struggling students words to use when doing this activity. Also in this unit, a lesson on subitizing uses a range of manipulatives of various sizes, shapes, and substances, such as modeling clay, blocks, and dot cards. To support struggling learners, the materials recommend the teacher reduce to one type of manipulative to help children focus on counting. Targeted instruction supports learners. During “Welcome and Read-Aloud,” teachers are guided to read *Ten Black Dots*, a classic book about numbers and counting, and to take note of children’s abilities to count the dots. The materials suggest three enrichment opportunities to practice counting in different contexts, subitizing, and print referencing. Later that day, students have an opportunity to use different numbers of dots to



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make their own pictures. During this small group activity, teachers are prompted to assess whether or not children quickly recognize the number of objects in small groups. If children struggle, the materials guide teachers to turn to a page with fewer dots or ask children to show how many with their fingers. Moreover, the materials guide teachers to encourage the use of larger numbers for students who need more challenge. During the Day 5 Small Group, teachers are guided to provide practice in counting how many black dots there are on pages in the book *Ten Black Dots*.

In Unit 2, as a scaffolding strategy, the materials suggest using puppets, reminding children of previously learned material, and providing suggestions for students who are still struggling. The materials advise proposing different suggestions, such as asking a teacher, trying different solutions, or asking a classmate for help, for different levels of understanding. The materials do not explicitly provide instructional strategies to address various accessibility needs.

The materials include a “More Challenge” section for students who have mastered the content. For example, to extend an activity, teachers can pose questions to challenge students to use higher-level thinking. The materials also provide different recommendations for center activities that allow students who have mastered a skill to challenge their individual level. For example, students can create their own books in the “Writing” center or create their own labels to label the classroom in the “Show What You Know” center. In Unit 3, children who have mastered making inferences and connections to the character Uncle Sam can predict what the character might construct with the materials he has collected, how he feels about his creation, and why he might have decided to spend his time building this. In Unit 6, students who have mastered the emotion *proud* can identify ways they might know someone is proud and represent what the emotion looks like. As a further extension, students can videotape a statement on what they are proud of and then act out their statement.

Throughout the curriculum, the materials provide some enrichment activities for all learners. Unit 1 includes engaging activities and strategies that draw on students’ interests. For example, teachers use the “I Spy” game to help students learn each other’s names; use the words *see*, *describe*, and *friend*; and practice observation skills. The materials provide recommendations for incorporating center activities to explore new concepts and apply learning. In Unit 3, the materials recommend that teachers apply the content in a “Shapes” lesson by having children build and discuss 3D objects in the “Construction Zone.” Children apply their learning across content when they are asked to notice and name the basic 3D shapes of objects in the classroom, in pictures, on walks, or in books seen during transition times. In Unit 5, students have the opportunity to work as a team to accomplish a goal in a variety of ways; for example, students work together to water their garden. As a team, students can also create a how-to book on cleaning the library. In Lesson 6, the teacher sings “Alice the Farmer” to support children’s ability to connect number words to the quantities they represent. The materials provide center activities that connect to curriculum themes so that all children can explore and apply new learning in a variety of ways. For example, in the Show What You Know center, students can create a self-portrait or labels for the classroom using their individual skill level.

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### Spanish Evidence 10.1

Evidence includes but is not limited to:

The materials provide built-in support for struggling students during some lessons in the “Más apoyo” section. This section provides differentiation for teachers to use during whole group and small group instruction. In Unit 6, the “Más apoyo” section provides a strategy to address the needs of the students struggling to understand addition. The materials state: “Forme pareja con un niño y hable a lo largo de cada paso del proceso. Cuente una historia y señale a cada grupo de figuras de fieltro a medida que las nombra.” The teacher pairs with the students and walks through the process of addition by telling a story and pointing to manipulatives. Differentiation is found in all the small group lessons throughout all units of the materials..

The materials provide built-in support to challenge students that have reached mastery level in the “Mayor desafío” section of the lessons. In Unit 3, students learn about two-dimensional shapes. During the small group lesson, teachers can reference the “Mayor desafío” section that includes recommendations for differentiation to challenge students. For instance, in this lesson, the materials guide the teacher to encourage children to describe exactly why a rectangle is a rectangle by naming all the characteristics. The teacher shows pictures of shapes similar to rectangles and asks students to explain what is different about them and how they could change them into rectangles. Additionally, the teacher asks the students to draw their own typical and atypical rectangles in order to trick others with their drawings. The “Mayor desafío” section is found across all units of the materials.

The materials contain lessons with additional enrichment activities for all levels of learners through project-based learning. All six units include a theme-based project to guide students toward a big goal. In Unit 2, the project is creating a coral-reef environment in the classroom. Students learn about the reef coral and collaboratively work on creating a mural or another type of coral reef exhibit for the class. The projects give students of all levels an opportunity to spend sustained time exploring a concept in whole group, small group, and centers.

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**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.

<b>10.2 Materials &amp; Score</b>	<b>10.2 Rationale</b>
<b>10.2 English IM Meets 2/2</b>	The materials provide a variety of instructional methods and support developmentally appropriate instructional strategies, flexible grouping, and teaching supports and strategies that appeal to a variety of learning interests and needs.
<b>10.2 Spanish IM Meets 2/2</b>	The materials provide a variety of instructional methods to support various student needs and interests. The materials use developmentally appropriate instructional strategies to target learners of all styles: visual, auditory, kinesthetic, and tactile. Guidance and structures help teachers achieve effective implementation to engage students in mastery of the content.

### English Evidence 10.2

Evidence includes but is not limited to:

In Unit 1, the teacher reads the book *Owl Babies* in a whole group lesson. To practice retelling skills, students reenact the story in the “Dramatic Play” center. For further interaction with the text, the materials recommend placing the book in the “Library” center; students have the opportunity to revisit the story in small groups or during independent learning time.

In Unit 2, the materials include a collaborative lesson: Students engage in an outdoor scavenger hunt. One child holds the paper and checks off items on the list, while the other child searches for the items; this supports actively engaging the students. Also in this unit, in a whole group lesson on one-to-one correspondence, the teacher models clapping and stomping while

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counting the sounds made. For further interaction with the lesson, in partners, students “Think, Pair, Share” about what they learned.

In Unit 3, in a whole group lesson, the teacher reads the book *Chocolate-Covered-Cookie Tantrum*. In small groups, students practice their skills using “Tucker the Turtle” step cards. In the Dramatic Play center, children are encouraged to role-play the story and to teach the story to a puppet or stuffed animal. For further interaction with the text, the book can be placed in the Library center so that students have the opportunity to revisit the story in small groups or during independent learning.

In Unit 4, in a whole group lesson, the teacher reads the book *My Friend Is Sad*. In small groups, students Think, Pair, Share ideas on how to cheer up a sad classmate. For further interaction with this lesson on the story and emotions, an emotions matching game is placed in the “Puzzles and Games” center; students can independently revisit the emotions they learned about. Students also work collaboratively on a story about emotions; they take turns recording and adding to a collaborative story in a small group lesson.

In Unit 5, in a whole group lesson, the teacher introduces a chant to teach emotions. Students review the chant during whole group circle time using the “Emotions” poster. For further interaction with the chant, during small group and center time, students can independently draw pictures of themselves showing different emotions.

### Spanish Evidence 10.2

Evidence includes but is not limited to:

The materials use a variety of instructional approaches by incorporating hands-on, concrete practice with manipulatives, visual aids, and scaffolding to engage the students in mastery of the content. In Unit 3, during the small group lesson “Desde aquí hasta allí: Construcción de puentes,” the teacher tells students they will build bridges, and they will select the material that would work best to build the bridge. Pictures of bridges serve as inspiration for how to build a bridge. The lesson incorporates hands-on, concrete practice with manipulatives like boxes as they build their bridges. The teacher supports children in extending their capabilities by providing specific directions to meet children’s different learning needs. The scaffolding suggested for students who need extra help includes more time, trying the activity later in the week, or trying again in centers. There are lessons across all units that demonstrate these direct and indirect instructional practices to support content mastery.

In Unit 4, “Explorando museos,” the materials include recommendations for a center to promote child-led play-based learning and independent exploration as “arqueólogos y paleontólogos.” The teacher explains that an archaeologist is a person who studies the remains

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of human lives from the past, and a paleontologist studies fossils of animals and plants that lived long ago. When students are in this center, they pretend to be archaeologists and paleontologists and explore by digging through sand to uncover shells, rocks, and plastic dinosaurs. This activity provides students with tactile and visual supports during their play. Then students write down what they discovered, and the teacher documents student work.

The materials demonstrate the use of developmentally appropriate instructional practices through visuals, teacher modeling, and kinesthetic movement. In Unit 5, during the “Repaso rápido” phonological awareness lesson, the teacher models how to combine phonemes to create one-syllable food words “té, uva, pan.” The materials state: “Para mostrarles el proceso, elija una tarjeta, pronuncie los fonemas y combínelos para formar la palabra: /p/ /a/ /n/ pan.” The students get to see the teacher pull food picture cards from a bag, hear the word, and repeat it. Later in the week, during “Repaso rápido,” the teacher uses kinesthetic movement to support student development of rote counting and vocabulary development. The teacher counts backward from 10 as the students pretend they are growing plants. When the teacher teaches zero, the students jump as they shout “¡Crece, crece, crece!” to symbolize their growth as a plant.

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**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 (English only).
- 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) (English only).
- Materials encourage strategic use of students' primary language as a means to develop linguistic, affective, cognitive, and academic skills in the target language (e.g., to enhance vocabulary development (Spanish only).

<b>10.3 Materials &amp; Score</b>	<b>10.3 Rationale</b>
<b>10.3 English IM Meets 2/2</b>	The materials include implementation support for English Learners (ELs) to meet grade-level learning expectations. There are some materials that include accommodations for linguistics. However, these accommodations are not explicit; they are not categorized for beginner, intermediate, advanced, and advanced high learners. The materials provide consistent accommodations for linguistics throughout each unit. The materials provide some scaffolding and use of a students' first language to enhance vocabulary.
<b>10.3 Spanish IM Partially Meets 1/2</b>	The materials provide limited supports for English Learners. There is limited evidence of any distinguishable linguistic accommodations for English language proficiency. The materials provide limited use of students' primary language to develop the target language.

### English Evidence 10.3

Evidence includes but is not limited to:

In Unit 1, during small groups, students create a book about themselves. The teacher models how to draw a self-portrait, and students write their own pages. To support ELs, the teacher gives students mirrors and models looking into the mirror, looking at her eyes, noses, ears, etc. The teacher invites students to point at and name their body parts. The teacher creates a book and encourages students to fill in the blanks: "... is... years old. She/he likes to.... His/her

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favorite thing to do at school is....” This allows for teacher scaffolding. In a small group lesson on subitizing, the teacher takes counters from a cup, places them on the table, models how to subitize, and then invites students to subitize. The teacher varies the game by asking students to remove or add counters and subitize. This is an approach that facilitates some scaffolding and differentiation and enhances vocabulary development. Throughout the units, the materials do not explicitly and consistently include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency.

In Unit 3, an activity about the letter *G*, and the sound it makes in different words, contains effective strategies and accommodations. Before the lesson, the teacher shows the students the letter *Gg* and tells them that the letter has two different sounds, as in *gorilla* and *giraffe*. Students raise their hand if they hear the hard /g/, as in *gorilla*. Then, students raise their hands if they hear the soft /g/, as in *giraffe*. By raising their hand, students can participate in the activity regardless of their English proficiency level. The EL accommodation recommends total physical response to support letter knowledge. Students engage with Lila the puppet to identify the letter *Dd* and its sound. Students practice identifying the uppercase and lowercase letter *Dd* by recognizing words that start with that letter. Students participate in total physical response when they follow instructions and draw uppercase *D* and lowercase *d* in the air.

In Unit 4, as a small group activity, students play a game called “Emotion Charades.” The teacher talks about the “Emotions” poster and the emotions the class has discussed. For ELs, the teacher reviews the emotions with visuals and has students identify the emotions. Before the game, the teacher shows students the gestures that identify each emotion. Students pull out an emotion card from the bag and act it out. The teacher provides support by asking, “What makes you feel...?” The teacher encourages students needing additional support to express the emotions verbally (e.g., “sad faces can have frowns and crying”). Students who need a challenge can verbalize ways to manage the emotion they are acting out (e.g., “What do you do when you feel worried?”). In the small group lesson “Fossil-Forming Fun,” students create their own fossil using modeling clay and discuss how fossils are created. The teacher supports ELs who need scaffolding by showing fossil photo cards and describing the process through which the fossils are formed.

In Unit 6, the small group activity provides EL support that encourages the use of the students’ home language to support learning. Students write their names and then compare them to a sample of their names written at the beginning of the year, which is part of the “Class Video Yearbook.” By this time, students can recognize their own names and those of others. For new students, the teacher shows them their name cards and has the other students in the group show theirs. The teacher writes the words *change* and *grow* on different cards and translates the two words into the students’ home language to develop linguistic, affective, cognitive, and academic skills. The teacher shows visual examples of *change* and *grow* from previous units. The teacher shares a photo of herself when she was younger to compare to how she looks

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today. The materials do not consistently provide explicit teacher guidance on linguistic instruction.

### Spanish Evidence 10.3

Evidence includes but is not limited to:

In Unit 1, during “Repaso rápido,” the lesson focuses on “Separación de palabras compuestas.” The materials provide some scaffolding for English language proficiency in the callout box, “Planificar con antelación,” in a lesson on compound words. The materials provide guidance for teachers to use visuals as a language development strategy to demonstrate how to create compound words. The teacher has the option to continue the same lesson in English, as it is located immediately after the Spanish lesson. The box for “ESL,” used during the English lesson, tells teachers to use the puzzle picture cards. The teacher tells students that first, they will say a big word that is made up of two smaller words. The teacher models compound words using a puzzle picture card (fish/bowl) and then takes the picture card apart to show how it is made up of two parts. Then they will take away part of the big word and say the smaller word that is left. Students are given more picture card puzzles to create their own compound words.

Later in Unit 1, during “Repaso rápido” in the lesson “Las partes de mi cuerpo,” the materials provide teachers with some support in using the student’s first language as the target language of instruction prior to using the second language. The teacher says, “hay una canción que dice todo acerca de ustedes! Escuchen primero y luego la cantaremos juntos.” The students use Total Physical Response (TPR) while singing a song about body parts set to the tune of “Twinkle, Twinkle, Little Star.” The students repeat after the teacher, singing the song in both Spanish and English.

In Unit 3, during “Repaso rápido” in the lesson “¡Movimientos para Contar!,” the materials use visual cards and movement as strategies to support children in a visual, playful, and interactive way. During the Spanish lesson, the teacher counts down from ten to zero using clapping and visual cards. The teacher has the option to continue the same lesson in English, as it is located immediately after the Spanish lesson. The materials include the “Seguir aprendiendo en ingles” section that has the same Spanish lesson in English. There is also a callout box, “ESL Strategies,” that provides teacher tips, such as “Use this lesson as an ESL strategy, as the children engage in total physical response in the activity.” During the lesson, the teacher holds up a number card of choice and invites students to move in various ways based on the number card. Students say the number and count as they move. The teacher suggests simple movements like patting heads or clapping hands. Total Physical Response is used as an ESL strategy in some of the lessons throughout the materials.



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The materials did not make explicit strategic connections or accommodations to develop the use of cognates or cross-linguistic connections for either the teacher or the students as they use their first language to access the target language. The materials do not have a distinct English language development time but rather incorporate the “Seguir aprendiendo en inglés” section following some of the Spanish lessons.

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**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.

<b>11.1 Materials &amp; Score</b>	<b>11.1 Rationale</b>
<b>11.1 English IM Meets 2/2</b>	The materials include year-long plans with practice and review opportunities that support instruction. Throughout all units, the year-long plan builds students’ concept development; it considers how to vertically align instruction that builds year to year. Materials provide review and practice of knowledge and skills in all domains.
<b>11.1 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 11.1

Evidence includes but is not limited to:

Each thematic unit covers the domains in the Texas Prekindergarten Guidelines, which include “Literacy,” “Math,” “Science,” “Social Studies,” and “Social and Emotional Development.” The themes of the units are “Connecting with School and Friends,” “Our Environment,” “How Structures Are Built,” “Exploring Museums,” “Growing Our Garden,” and “How We’ve Grown.” These units provide a plan that is designed to build upon children’s current understanding, with connections between units. For example, letter knowledge is built throughout the units and the school year. Practice for this skill is embedded in lessons and learning centers. In Unit 2, in the “Fast Focus” activity “The Letter T,” the teacher plays a game: The teacher uses the puppet Lila Letter to look for the letter *Tt* in students’ names and count how many they find. In Unit 4, the material provides an activity in the “Show What You Know” center called “Beginning Letter Sort.” The teacher places down alphabet cards that students have reviewed; students sort and write words that begin with the letter on the card. Students draw or go on scavenger hunts to find more words that begin with a certain letter. In another example, focused on the review and practice of knowledge and skills in the Science domain, in Unit 2, students observe the

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characteristics of organisms during an outdoor scavenger hunt. After the activity, the teacher places photographs of the things the students saw on the scavenger hunt in a learning center for the students to sort. Students then describe how various animals move during the read-aloud activity for *Do Goldfish Fly?* Throughout the day, during transitions, the teacher encourages the students to move like animals in the story. Then, in the Unit 5 small group activity “Taking Care of Living Things,” the students discuss what living things need to survive and thrive. After the activity, the students continue to observe, describe, and discuss the radish seeds and the bean plants that they are growing. Materials provide multiple opportunities to build on the students’ knowledge of the characteristics of living things, which align with kindergarten skills.

Throughout the units and school year, the materials provide integrated lessons and activities that focus on the math skill of counting. Practice for this skill is embedded in lessons and learning centers. For example, in Unit 1, the Show What You Know center includes an activity called “Every Buddy Counts.” The teacher shows students how to use a camera to take pictures. The teacher helps students move around the room and take pictures of classmates working and counting. One photo has one student, the next has two, and so forth until 10. These pictures are then put on the bulletin board, and students can count the photos. In Unit 5, in the Fast Focus activity “Plant and Grow,” students play a game where they pretend to be seeds and grow by counting to 10. The material also guides the teacher to have students count back from 10 to zero by slowly lowering to a crouching position.

The materials provide students with math sorting activities across all units. In Unit 2, the students begin sorting surf shop items (by size, shape, color) in the small group activity “Coral Reef Surf Shop.” The materials then progress: In the Unit 4 learning center “Hannah’s Collections,” students make up and describe sorting rules with various objects. In the Unit 5 “Connect” activity, “Living and Nonliving: Worms,” students describe the similarities and differences between real worms and toy worms. The materials provide multiple opportunities for students to build on sorting skills, which align with kindergarten skills.

The materials provide lessons and activities that focus on “Emergent Literacy: Writing” throughout the school year. In Unit 1, in the “Compliment Card” small group activity, the students first begin with verbally sharing ideas for compliment cards with their peers. The materials then progress to students intentionally using marks, letters, or symbols to write compliment cards for peers in the Unit 1 small group activity “Our Class Compliment Chain.” In the Unit 5 small group activity “Helping Story Boards,” the students independently write about a problem and a solution. Throughout the curriculum, the materials provide multiple opportunities for students to build on writing skills in all domains that align with kindergarten skills.

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The materials provide lessons and activities integrated throughout the units and school year that focus on social and emotional skills. For example, in Unit 2, the “Welcome and Read Aloud” lesson “*Goldilocks and the Three Bears: A Problem-Solving Story*” focuses on problem-solving skills; students “Think, Pair, Share” different ideas for taking turns. In Unit 4, the small group lesson “Emotions Collage” focuses on identifying emotions. The teacher provides magazines, newspapers, and pictures; students look for a certain emotion and cut it out. Students create a collage; they identify an emotion, name it, cut it out, and paste it. The materials provide review and practice of knowledge and skills in all domains throughout the curriculum; these align with kindergarten skills.

### Spanish Evidence 11.1

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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**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.

<b>11.2 Materials &amp; Score</b>	<b>11.2 Rationale</b>
<b>11.2 English IM Meets 2/2</b>	The materials include implementation support for teachers and administrators. The materials include the Texas Prekindergarten Guidelines outlining the essential knowledge and skills. They include supports to help teachers implement the materials, guidance and resources for administrators in implementing the materials, and a school year’s worth of prekindergarten instruction with realistic pacing and guidance.
<b>11.2 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 11.2

Evidence includes but is not limited to:

The materials are aligned to the Texas Prekindergarten Guidelines. The online portal includes the “Correlations” tab, which links a list of the Texas Prekindergarten Guidelines and corresponding units and activities that address them. The materials provide correlations to the Texas Prekindergarten Guidelines.

The “Teacher’s Handbook” supports the teacher in understanding the curriculum and how to use the materials. The materials provide the teacher with a rationale for each section of the school day; each unit has a handbook. The unit guides first show an overview of the unit with

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the main themes, unit projects, and vocabulary that will be covered. There is then a detailed overview of the learning centers and materials needed for each activity. Following this, there is an overview of each week and a summary of each day and lesson. The lessons are given in the order in which they will be taught, by day of the week. Each lesson has sections called “At a Glance,” “Ahead of Time,” and “C4L Processes.” The materials provide the teacher with detailed instructional strategies and steps for the easy implementation of the lessons. The materials include supports to help teachers implement the materials as intended.

An online portal provides the teacher with additional support in the implementation of the lessons. It includes a Correlations section, which outlines the sequence of instruction, and an “Assessments” section, which provides the lessons that include assessments and observations. The incorporation of both the online portal and a traditional “hard copy” format of all resources, including supplemental materials and resources, provides for ease and flexibility of use. The materials include visuals to support implementation, including environmental print cards and posters for lessons and learning centers, puppets and lists of materials for lessons, and book sets for the entire school year.

The materials provide administrators with the “Principal’s Handbook,” which includes information on supporting teachers and families, an overview of the program, the conceptual framework of the program, an overview of what a typical day looks like, the four domains of C4L, references, and an appendix. The Principal’s Handbook includes guidance on how to support teachers with the curriculum, guidance on understanding content knowledge, and a fidelity checklist on instructional practices. The section “Using the Schedule with Children” describes expectations for using the visual schedule and how it promotes learning through predictability and structure. Another section gives an overview of the formative assessment and how to collect data to monitor progress throughout the curriculum. The materials include resources and guidance to help administrators support teachers in implementing the materials as intended.

### **Spanish Evidence 11.2**

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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**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 allows LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.

<b>11.3 Materials &amp; Score</b>	<b>11.3 Rationale</b>
<b>11.3 English IM Meets 2/2</b>	The materials do provide guidance for strategic implementation. They are designed in a way that allows users the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.
<b>11.3 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 11.3

Evidence includes but is not limited to:

The “Teacher Handbook” and “Unit Guides” support the teacher in the implementation of the content. The handbook includes rationales for the domains taught and the importance of integrating play throughout the lessons and learning centers. The material does not provide the teacher with learning continuums or a scope and sequence for the domains (e.g., “Math,” “Literacy,” “Science,” or “Social and Emotional Development”). The material guides the teacher in using the “Writing Scaffolded Technique” during writing lessons and small groups to support students based on their current writing skill level.

The materials provide guidance for strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression. The materials include two separate daily schedules that support full-day and half-day programs. The half-day program does not include lunch, rest time, a small group, and select centers and free choice centers. Times in the half-day program are also shorter: for learning centers by 15

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minutes; for outdoor exploration by five minutes; and for “Fast Focus” by 10 minutes. The materials provide the entire curriculum in Spanish to support a bilingual or Spanish program. The Teacher Handbook, the Unit Guides, the online portal, and all the resources, including the family letters, are translated into Spanish. The Spanish curriculum does not offer any extra support than is already provided in the English Unit Guides for English Learners. The materials are designed in a way that allows LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.

Unit Guides go into detail regarding the purpose of the unit, unit project, and vocabulary taught; they also list the learning centers and lessons that will be implemented during that unit. The guides give the teacher a choice of suggested activities for science, literacy, and math. The teacher has the flexibility to choose certain lessons and small groups that will support the students based on their current skill level, determined using the assessments given that week. The teacher also has the flexibility to choose the Fast Focus and small group activities on Fridays, dependent on student outcomes from the assessments given that week. The materials provide guidance for strategic implementation without disrupting the scope and sequence of content that must be taught in a developmental order following a developmental progression.

### **Spanish Evidence 11.3**

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.



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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.

<b>11.4 Materials &amp; Score</b>	<b>11.4 Rationale</b>
<b>11.4 English IM Meets 2/2</b>	The materials provide guidance for fostering connections between home and school throughout all units. The materials support the development of strong relationships between teachers and families and specify activities to use at home to support students’ learning development.
<b>11.4 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 11.4

Evidence includes but is not limited to:

In the online portal, under the “Resources” tab, the materials provide unit letters that support teachers in providing information to families regarding learning in the classroom. These letters encourage a line of communication from teachers to parents that keeps the families involved in their student’s learning and supports the development of strong relationships between teachers and families. The letters include an explanation of the learning going on in each domain; they also provide a section called “What Can You Do,” which includes activities that parents can do to support learning at home. These letters are available in English and in Spanish. The materials specify activities for use at home to support students’ learning and development.

In Unit 2, the small group lesson “Welcome to the Coral Reef Signs” provides the students with an opportunity to create signs for their coral reef project. In this project, visitors are invited to come and participate in a scavenger hunt created by the students. The signs welcome their guests—parents, family members, or another class. A family engagement note asks families to donate empty food cans as part of the exploration of cylinders for this week. The family engagement letter asks parents to go online to help their students play math games and make notes about their student’s learning. The parent is asked to find 2D and 3D shapes in the community and engage in talking about their features with their child (e.g., rectangles have four

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sides, four angles, and four vertices (the points on the corners) and the opposite side are the same lengths). The materials support the development of strong relationships between teachers and families.

In Unit 3, one of the activities sent home is “Help your child recognize quantities in small sets of objects without having to count them.” The materials specify activities for use at home to support students’ learning and development.

In Unit 5, the unit project focuses on learning, growing, and taking care of a garden. The unit project culminates with a garden party, where visitors are invited to come and see the work that the students have done in their garden and in the classroom. Family members, friends, and other important people join the students in their learning. The visitors have the opportunity to listen to the class book, read students’ science journals, and visit the earthworms. The materials support development of strong relationships between teachers and families.

### **Spanish Evidence 11.4**

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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**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.

<b>11.5 Materials &amp; Score</b>	<b>11.5 Rationale</b>
<b>11.5 English IM Meets 2/2</b>	The visual design of the student and teacher materials is neither distracting nor chaotic. The materials include appropriate use of white space and design that supports and does not distract from student learning. The pictures and graphics are supportive of student learning without being visually distracting.
<b>11.5 Spanish IM Verified</b>	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

### English Evidence 11.5

Evidence includes but is not limited to:

The “Teacher’s Guides” are designed with clear, designated places for important information that is clearly stated and easily identified on the pages. Included in each unit is an overview of the learning and unit project. The teacher can easily identify specific information needed for the lesson; it is presented in a clearly laid out format. For example, vocabulary words for the unit and week are displayed in a word cloud. Materials are provided in a bulleted list. This list of materials includes graphic organizers to use in the learning centers and guidance to place certain posters and graphic organizers in various places within the learning centers so students can use them as references. The learning centers for the unit are organized into sections with bulleted lists. Color and font size separate the sections to provide more visual clarity and ease of use. Learning objectives, listed for each day, are organized into daily sections and are separated by a different color and font size.

Each lesson has a bolded large heading at the top, which indicates whether the activity is a “Welcome & Read Aloud,” “Connect,” “Small Group,” or “Fast Focus.” Under the heading, there

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is a bolded lesson title. The actual lesson is divided into sections such as “Teach,” “What To Do,” “Introduce Text,” “Read the Text,” “After Reading,” “Continue the Learning,” “Checkpoint,” “More Support,” and “More Challenge.” Additionally, the lessons are supported by the sections “At a Glance” and “Ahead of Time”; some lessons have boxes for “C4L Processes,” “Notes,” “ESL Support,” and “ESL Strategy.” The teacher’s guide primarily uses four colors throughout the units, which serve to organize the different sections.

The online portal provides a digital version of materials; these are well organized and easily accessible. For example, at the top of the main page, links provide relevant resources formatted in a way that is easy to understand and highly visible. This navigation supports teachers with instructional planning and implementation and facilitates the efficient navigation of materials and resources. The top of the main page of the online portal includes the links “Lessons, Games, Resources, Knowledge Base, Correlations.” In the Games section, for example, students practice math skills they are learning in the units. The graphics used on the online portal are simple drawings and clipart that the student can use to maneuver from game to game easily. The instructions are easy and age-appropriate. The pictures and graphics are supportive of student learning and engagement without being visually distracting.

### **Spanish Evidence 11.5**

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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**12.1** Materials provide clear guidance specific to bilingual program model.

- Materials include guidance or recommendations on how they could be applied within a particular bilingual program model.
- Materials cite current, relevant research on Spanish literacy development and second language development and acquisition.

<b>12.1 Materials &amp; Score</b>	<b>12.1 Rationale</b>
<b>12.1 English IM N/A</b>	Spanish Only
<b>12.1 Spanish IM Not Scored</b>	The materials provide some guidance on bilingual program models in general. The materials cite current relevant research on Spanish literacy development and second language development.

### Spanish Evidence 12.1

Evidence includes but is not limited to:

The materials include some guidance on how they could be applied within a bilingual program model, but they do not specify the use for a particular bilingual program model, as shown in the “Principal’s Handbook”: “C4L maintains high expectations for all learners, including those who speak another language at home. Through meaningful experiences and collaboration, robust vocabulary, interactive science lessons, and an emphasis on the universal language of mathematics, C4L is designed to benefit young DLLs as they learn English in the classroom. C4L’s intentional curriculum incorporates research-based best practices designed to respect the strengths and support the needs of young DLLs.” The materials do not include guidance for implementation regarding time to be spent in each language.

The materials cite research on Spanish literacy development and second language development and acquisition, as shown in the Principal’s Handbook: “Research has shown that they have an increased ability to reason by analogy, form new concepts, and achieve strong language skills (Castro et al., 2011). The early childhood years are a critical time for developing mastery of the sounds, structure, and functions of language and are an ideal time to expose children to the benefits of two languages (Conboy and Kuhl, 2011). C4L maintains high expectations for all learners, including those who speak another language at home. Through meaningful experiences and collaboration, robust vocabulary, interactive science lessons, and an emphasis

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on the universal language of mathematics, C4L is designed to benefit young DLLs as they learn English in the classroom. C4L's intentional curriculum incorporates research-based best practices designed to respect the strengths and support the needs of young DLLs."

The "Manual del docente" cites some research on translanguage and provides an explanation of its use by the students during instructional time. The Manual del docente mentions the following research: "They intentionally separate languages for instruction, but are flexible to encourage children to speak using all their linguistic resources, such as translanguage (García, 2017). In translanguage, dual language students (ELD's) use their unified linguistic repertoire to create meaning and communicate. The ELDs can also use code-switching, in which children switch from one language to another. These intricate systems give children the opportunity to use a multimodal approach to communication, something of great importance in a rich language environment in early childhood."

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**12.2** Materials support teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand this connection.

- Materials highlight opportunities for students to make cross-linguistic connections.
- Materials allow for equitable instruction in both languages, in terms of quality and quantity of materials.
- Materials support teacher and student understanding and application of the connection between the languages, (ie. skills that transfer).

<b>12.2 Materials &amp; Score</b>	<b>12.2 Rationale</b>
<b>12.2 English IM N/A</b>	Spanish Only
<b>12.2 Spanish IM Not Scored</b>	The materials do not provide equitable instruction in both languages, opportunities for cross-linguistic connections, or support for understanding and connection for teachers and students to language transfer.

### Spanish Evidence 12.2

Evidence includes but is not limited to:

The materials do not have guidance within the lessons that explains the benefit of the cross-linguistic opportunities provided as the lesson’s focus or the theme within the units. The materials do not embed opportunities for cross-linguistic connections in isolation nor in context as an integral part of the lesson. The materials use the “universal” language of math to connect the English and Spanish concepts during the lesson. However, the lessons do not provide any instructions or guidance for the teachers on how to make the connection between both languages during the vocabulary instruction, other than an “ESL” box that often emphasizes the use of ESL strategies such as TPR (Total Physical Response) to help students understand the different concepts in Spanish and English. Weekly lessons do not guide the teachers to provide cross-reference through any cross-linguistic opportunities, such as cognates or sounds in both languages.

The materials do not allow for equitable instruction in both languages in terms of quality and quantity of materials, nor do they provide guidelines for instruction in English and Spanish. The

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materials present all Fast Focus lessons in English and Spanish but provide the majority of the instructional text in English, with about 20 titles translated to Spanish, the majority of which are nonfiction books associated with science content.



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**12.3** Materials in Spanish are authentic and culturally relevant.

- Both teacher and student materials are presented in authentic and academic Spanish or are quality transadaptations or translations, as appropriate for the purpose and context of the activity.
- Materials support the development of socio-cultural competence.
- Materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture.

<b>12.3 Materials &amp; Score</b>	<b>12.3 Rationale</b>
<b>12.3 English IM N/A</b>	Spanish Only
<b>12.3 Spanish IM Not Scored</b>	The materials do not provide quality transadaptations or translations for student materials or teacher materials. The materials are limited in the cultural and linguistic diversity of the Spanish language and Hispanic culture.

### Spanish Evidence 12.3

Evidence includes but is not limited to:

There is no evidence of quality transadaptations or translations as appropriate for the purpose and context of the activity. In Unit 1, “Conectando con la escuela,” during read-aloud, the materials code-switch between English and Spanish. During a Spanish read-aloud, students are to describe what happened first, second, third: “Después de leer, si el tiempo lo permite, pídale a los niños que le digan lo que Goldilocks hace first, second, third y así sucesivamente hasta que cuenten de nuevo todo el cuento.” The approach is to immerse the student in the use of the second language; there is no evidence of authentic and academic Spanish as appropriate for the purpose and context of the activity.

The materials do not include representations of various Spanish language dialects, nor do they include linguistic diversity. The materials include poor translations with errors, such as those found in the book *Somos capaces de resolver problemas*. The English text reads, “Julian is poking Quin and trying to tell a joke,” but the Spanish translation says, “Julian está hincando a Quin e tratando de contar un chiste.” The mistakes include using “e” instead of “y” and using

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the word “hincando” instead of “clavando los dedos” or “picando,” which students understand better because most children associate the word “hincando” with kneeling rather than poking.