



***Uno, dos, tres: ¡Prekínder!* Publisher Response**

Program Overview

Uno, dos, tres: ¡Prekínder! is a comprehensive system that will help you create an effective and developmentally appropriate classroom where skills-based experiences and purposeful play initiate learning around quality children's literature.

Nine developmentally appropriate themes invite children to think conceptually and participate in meaningful, relevant experiences by balancing academics within the play framework and integrating various multisensory learning activities. Each thematic Teacher's Guide offers detailed and explicit guidance for teacher and student actions that support child development and proficiency of content and skills for four year olds. Literacy, mathematics, science, social studies, health, and the arts are integrated into weekly instruction, and learning activities have been thoughtfully designed to ensure that each of the domains are purposefully developed or reinforced on an ongoing basis.

Uno, dos, tres: ¡Prekínder! is a combination of translation and adaptation of the *Three Cheers for Pre-K* program. For most instructional domains, Spanish mirrors the instruction in English; however, Language and Literacy instruction is different, taking into consideration the specific characteristics of Spanish syllabication and their implications when teaching phonological awareness. All program components are available in both Spanish and English for full equity, allowing *Uno, dos, tres: ¡Prekínder!* and *Three Cheers for Pre-K* and to work together to support various biliteracy teaching models. A Biliteracy Kit is available to support districts following 90/10 and 80/2 dual language models in which the majority of the day is spent teaching in Spanish, and guidance on how to integrate a biliteracy model appears within the Savvas Realize digital course.

Our exclusive Realize platform gives teachers access to all digital resources, instruction, and planning tools, and technology is used to support and enhance early learning, as appropriate for the teacher, children, and their families. Interactive games develop letter recognition, letter-sound knowledge, phonological awareness, vocabulary knowledge, and number recognition, fully narrated books in Spanish and English with translations in 10 languages strengthen literacy skills, and instructional modeling videos provide quick, fun activities rooted in learning goals for children to develop safe and healthy habits in class and at home.

Response to Texas Resource Review Committee Findings

While Savvas Learning Company received full credit for most categories, partial credit was awarded in three areas. As educators and decision-makers review the Texas Resource Review Committee's findings, we encourage them to explore the evidence provided here to further support the validity of *Uno, dos, tres: ¡Prekínder!*

Section 5.2

The committee stated that the research cited in the Guía de desarrollo profesional (Professional Learning Guide) is based on English literacy development, and not Spanish literacy development.

- While this specific research supports both English and Spanish literacy development, research on Spanish literacy development of phonological awareness skills appears in a bibliography at the end of the Biliteracy Guidance document located on the Savvas Realize digital course. It's important to note that the same basic skills apply to both languages, starting with alphabet knowledge, phonological awareness, and print knowledge, as this allows children to transition to decoding text. Given the predictable nature of Spanish orthography, children learning how to speak the language can easily decode most Spanish words once they know the alphabet and the sounds of each letter. *Uno, dos, tres: ¡Prekínder!* uses this sequence and builds on it slowly with practice and repetition. The program's systematic approach to teaching letters and sounds in Spanish combined with daily vocabulary instruction, helps develop the phonological awareness skills necessary for foundational reading.



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Section 5.3

The committee shared that this indicator's 'partially meets' rating is largely due to a lack of research base for the sequence of alphabetic knowledge in Spanish.

- Research documents citing Spanish alphabetic knowledge appear in the bibliography at the end of the Biliteracy Guidance document located on the Savvas Realize digital course. The Spanish Scope and Sequence in *Uno, dos, tres: ¡Prekínder!* matches the traditional introduction of the letters/sounds in Spanish, starting with the vowels and slowly introducing consonants that students can easily blend into syllables. More complex consonant sounds, like the ones that are less frequent in the Spanish language are introduced in the later themes. In the first 3 themes, all vowels are introduced, along with consonants M, P, and L. Themes 4 through 6 introduce letters S, N, D, T, R, B, F, V, and C /k/. In the last 3 themes, letters J, Ñ, H, G, Q, Y, Z, X, and K are introduced.

Section 10.3

The committee stated that lessons do not include accommodations for linguistics, either communicated, sequenced, and scaffolded, which commensurate with various levels of English language proficiency of each student.

- Daily English Language Development lessons are available to customers who are implementing a biliteracy teaching model using the Biliteracy Guidance document located on the Savvas Realize digital course. These lessons offer daily language support for one segment of the instructional day. Many of these lessons are focused on linguistics. All lessons include scaffolding for different levels of English language proficiency and are correlated to the ELPS. On Realize, these lessons can be found in the English Teacher's Guide Realize Reader. Examples: Theme 3, p. 207: This lesson is on Initial Sounds. It focuses on the phonetics of the English language, teaching how the words dog, desk, and duck start with the same sound. The instruction is scaffolded to address four levels of English language proficiency: Beginning, Intermediate, Advanced, and Advanced High. Theme 7, p. 208: This Compound Words lesson focuses on the morphology of English, specifically the formation of compound words. This is an appropriate beginning morphology lesson for prekinders. The instruction is scaffolded to address four levels of English language proficiency: Beginning, Intermediate, Advanced, and Advanced High. Theme 4, p. 213: This Past Tense lesson focuses on the syntax of English, specifically past tense. The instruction is scaffolded to address four levels of English language proficiency: Beginning, Intermediate, Advanced, and Advanced High.