

CIRCLE Pre-K Curriculum

English and Spanish Prekindergarten Program Summary

learning English to apply knowledge of names of air transportation in the home language to names in English by including some that are cognates. Spanish cognates related to the theme topic may include air/aire, airplane/aeroplano, and helicopter/helicóptero. Engage children in movements and sounds that represent those of the cognate pairs.”

Spanish Evidence 5.7

Evidence includes but is not limited to:

The materials provide teacher guidance through the “Guidance for English Development with Spanish Curriculum” on when to make cross-linguistic connections. The materials state to “discuss thematic content in both languages to make cross-linguistic connections. Spanish curriculum lessons can be viewed on CLIEngage.org by clicking the teal ‘View Activity in English’ in the right corner as shown” in the guide. The materials include explicit instruction for cross-linguistic connections through the use of “Teacher Tips” throughout the thematic units. For example in “Animales en todas partes” theme materials guide the teacher to use cognates to support making cross-linguistic connections. To provide support for English Language Development the teacher is to include “nombres de animales que sean cognados español-inglés. Ejemplos pueden incluir elefante/elephant, gorila/gorilla, canguro/kangaroo, y pingüino/penguin.

Materials do not guide the teacher to leverage the student’s knowledge of literacy in each language as an asset.

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as a pencil and a glue stick, using various non-standard units of measurement, such as paper clips and a ribbon. That same week, in the “Which Is Longer?” lesson, students listen to a read-aloud of *The Best Bug Parade* by Stuart Murphy. The teacher introduces the vocabulary words *long*, *longer*, and *longest*. After the story, the teacher models how to use snap cubes to create caterpillars of various lengths and thinks aloud about how to determine which caterpillars are long, longer, and the longest. After this, students participate by creating their own caterpillars with snap cubes of various sizes. Later, in the Week 35 lesson “Tall or Short?” students look at pictures of objects, animals, and people to compare their heights.

Spanish Evidence 7.1

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

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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.

7.2 Materials & Score	7.2 Rationale
7.2 English IM Meets 4/4	The materials prompt teachers to inquire about students’ developmental status and mathematical knowledge. They include cross-curricular opportunities to authentically integrate mathematics throughout the day and support the use of the classroom environment and materials as vehicles to explore math concepts and skills.
7.2 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the transadapted Spanish materials.

English Evidence 7.2

Evidence includes but is not limited to:

The materials promote instruction that builds on students’ informal knowledge about mathematics. The “Teacher’s Manual” provides information for the teacher about the importance of utilizing classroom centers to develop math concepts. “Theme Extenders” suggest that teachers use lessons introduced in the scope and sequence as additions to the classroom “Math” center for independent or small group learning. The materials provide guidance that supports the use of the classroom environment and materials to explore math concepts and skills. Additionally, the materials include online training that supports teacher understanding of how children develop mathematical understanding.

In Week 2, in the “Would You Rather?” lesson, children play a decision-making game, voting in a poll to choose between two activities in which to participate. The teacher models and explains how to create a graph to measure students’ answers. The teacher guides students through questions in order to analyze the data and encourage forming conclusions. The teacher tells

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students that they will now vote on an activity and complete a graph each morning during “Circle Time.” The classroom environment thus encourages the use of math concepts in daily interactions and routines.

In Week 4, the “Mathematics” section focuses on counting and provides teachers with multiple lessons for the week; the provided “Teacher Tips” guide teachers: “Look for opportunities to count throughout the day. Transitions are an ideal time.” The Theme Extender this week also incorporates math and social studies: Teachers count family members or count and graph who has siblings and who does not. These are examples of the multiple opportunities materials provide for math to be used throughout the school day in various instructional settings and across content.

In Week 5, the Teacher’s Manual includes guidance on using informal mathematical experiences to support the development of skills. The Mathematics section provides a Teacher Tip for using the classroom environment to support the development of mathematical concepts throughout the school day: “Continue to count 1–5 by capitalizing on daily routines such as passing out snacks, counting steps while walking, and reciting number chants.” The lessons also incorporate the use of various manipulatives to support students’ exploration and skill development, including pattern blocks, counting bears, a variety of counting objects, and ribbon. During center time, students use various materials for math skill development; for example, in Week 5, the Math center has students count body parts, graph eye or hair color, and sort pictures of body parts. In the “ABC” center, students sort letters to determine which are in their names and which are not in their names.

Weeks 11–13 include a thematic unit titled “It’s Harvest Time.” The unit materials provide guidance that supports the use of the classroom environment and materials to explore math concepts and develop them through real-world connections. The materials also guide the teacher in setting up the centers based on the theme. For example, in the Week 11 Theme Extender, the materials provide theme-related opportunities to practice math skills through exploration: Students use non-standard measuring tools to measure pictures of trees, gather leaves outside or in the center to compare shapes and sizes or use a themed work mat and dice to play a counting game. As students learn concepts, this is reflected in the centers. For example, the materials suggest providing blocks with pictures of outdoor fall scenes for the children to reproduce in the “Construction” center, which can be used to reinforce or extend geometry concepts.

In Week 16, the lesson “Naming Numbers Throughout the Day” suggests placing a telephone in the “Home” center, creating a phone book, and including books with numbers in the classroom library; this kind of classroom environment encourages the use of math concepts. The Teacher’s Manual also suggests using the “Block” center to maximize students’ development of problem-solving and spatial reasoning skills.

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In Week 19, during the lesson “Swat the Dots,” students use a flyswatter to swat dot cards that match a number called out by the teacher. The activity begins with only two cards as answer choices. If a student cannot identify the correct card, materials suggest offering only one choice and assisting in counting the dots. If a student can complete the task even with additional card choices, the teacher asks the student to identify a card that is more or less than the number selected. Teacher Tips provide additional guidance on flyswatter safety. The materials thus guide the teacher to systematically build upon what the students already know. The progress monitoring system suggests activities for all levels. The scope and sequence and lessons become more complex as children’s knowledge increases; they build upon students’ mathematical understanding and skills through prompts and questions.

In Week 22, the Theme Extender has the class compare groups of sports balls to see which group has more, has less, or is equal to another group. The materials suggest moving this activity to the Math center for students to play with independently. Students can thus review and practice mathematical skills throughout the day. In addition, Week 22 suggests that the teacher use ordinal numbers to describe steps in an exercise. This activity allows children to make connections between math skills and other content areas. Further, this same week, the “Pretend and Learn” center is turned into a gym where students make and sell smoothies and gym memberships. Students must utilize math concepts when selling items to classmates. This center allows students to develop math concepts through real-world connections in the classroom environment; in each theme, the Pretend and Learn center is inspired by a new, real-world situation.

Spanish Evidence 7.2

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

7.3 Materials & Score	7.3 Rationale
7.3 English IM Meets 4/4	The materials reviewed develop children’s capacity to ask thoughtful questions and recognize problems in their environment. The materials also develop children’s capacity to use mathematical reasoning with familiar materials in the classroom and world outside the classroom.
7.3 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the transadapted Spanish materials.

English Evidence 7.3

Evidence includes but is not limited to:

The materials intentionally develop young children’s ability to problem solve. The “Teacher’s Manual” provides examples of how to integrate math in centers. For example, in the “Pretend and Learn” center, students can classify and sort fruits and vegetables at a farmer’s market or determine the amount of money owed for purchasing supplies at the pet store. Building-block play in the “Construction” center requires problem-solving and spatial reasoning as children plan the design of a building, determine how to fit shapes together, create stable structures, and more. The Teacher’s Manual also guides the teacher to join in the play by asking questions, scaffolding tasks, and encouraging the use of math vocabulary; the manual states that mathematical concept learning is enhanced when the teacher participates in student play in classroom centers.

The materials include activities that encourage curiosity and questioning about informal mathematics; they suggest placing introduced lessons in classroom centers for individual exploration. Week 10 includes the activity “Comparing Towers,” where students count blocks to build towers and then compare their towers to see who has the tallest, shortest, etc. The “Theme Guide” suggests adding this activity to the “Math” center so students can participate in

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it on their own. The Teacher’s Manual states that Math centers are designed for hands-on exploration to promote reasoning and problem-solving.

In Week 11, Math center recommendations include gathering leaves outside and comparing their shapes and sizes, using nonstandard measuring tools (e.g., snap cubes, paperclips) to measure pictures of fall trees that are different heights, and rolling a numeral die and counting out the corresponding number of acorns onto a tree or squirrel work mat. These activities are directly tied to the week’s learning and theme.

In Week 14, students engage in the “Build It” activity, which encourages curiosity and questioning about informal mathematics. The teacher models and explains building structures. The teacher encourages a student to build a structure. Once the structure is built, the teacher models asking the builder questions about the building. Provided sample questions include “What are you building? “What shape blocks are you using to build your...?” “How many are you using?” After this, students participate in the building-and-questioning routine with a partner while the teacher observes and provides feedback as needed. Materials provide guidance for upward and downward scaffolds: If a child asks an immature question, the teacher can model how to express the idea in a more mature form. For an upward scaffold, to extend learning, the teacher can ask for an explanation and encourage the child to describe their structure or pose questions involving quantities, shapes, position words, and height and width. Teachers thus receive guidance on feedback to support developing children’s questioning skills.

In Week 31, the “Fair Sharing” activity supports and encourages students to recognize mathematical problems in the environment. Students practice separating a group of items into two equal sets so that they can share them with a friend. The teacher models, guides the children through the activity, and checks for understanding: “Does each friend have the same number of cubes” “Can you tell by looking, or do you need to count?” The teacher closes the lesson with the idea that sharing with friends makes everything fair. The materials suggest placing the activity in the Math center so that children can engage with it independently.

Spanish Evidence 7.3

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

7.4 Materials & Score	7.4 Rationale
7.4 English IM Meets 4/4	The materials provide guidance for teachers on building conceptual understanding in math. They provide frequent, spiraled, and varied opportunities for students to participate in activities that build number sense, as outlined in the Texas Prekindergarten Guidelines. Activities include subitizing, counting one-to-one, comparing set size and numbers, counting on, and finding one more than a number.
7.4 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the transadapted Spanish materials.

English Evidence 7.4

Evidence includes but is not limited to:

The materials build students’ number sense. The “Teacher’s Manual” provides guidance to incorporate informal mathematical experiences throughout the day, such as sorting toys in buckets or counting vegetables during clean-up. “Teacher’s Tips” also provide suggestions: In Week 1, the “Naming Numbers Throughout the Day” lesson provides a variety of opportunities for students to practice number recognition throughout the day, such as pointing out and naming numbers on doors and signs as students walk down the hall.

Materials include guidance to build children’s conceptual understanding in whole group, small group, and learning center opportunities. Skills progress throughout the year, beginning with counting to 5 and ending with counting to 20. In Week 2, students practice songs and chants in the lesson “Number Songs and Chants.” “If You’re Happy and You Know It” incorporates numbers with movement: The teacher says, “If you’re happy and you know it, clap one time,” progressing up to 5. This and other songs can be sung during whole group and small group instruction as well as during transitions. As the year progresses, in Week 15, an activity called

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“Counting Sets” requires children to count the number of stars on a card (e.g., 10) and then select a matching number of manipulatives (e.g., linking cubes); students must count as they place each manipulative on a star. By the end of the year, skills include developing one-to-one correspondence and identifying numerals up to 10; if the student is ready to continue beyond 20, extension lessons include counting to 100.

The materials include frequent opportunities for students to participate in activities that build number sense. Number sense activities are spiraled: They build upon one another and reappear in the following weeks for a review or to allow the teacher to use provided scaffolding to increase learning. For example, in Week 10, students compare sets and sizes in “Comparing Towers”; this topic reappears in Week 20. Also in Week 20, students participate in “Number Recognition,” where they count bears to match the number on a card. In Week 31, students subitize in the activity “Roll and Count.” In Week 34, students find one more than a number in the activity “Solve a Math Story”: They place bears on a picture to add and take away according to a story read by the teacher.

The materials provide guidance for teachers to build conceptual understanding in math. In Week 20, “Number Recognition,” students identify the number on a card and then count out that number of bears. The activity provides scaffolding techniques for teachers to assist students who might struggle with either identifying the number or counting. The activity also suggests moving the cards and bear counters into the “Math” center for students to play independently, thus supporting mathematical learning throughout the day.

Spanish Evidence 7.4

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

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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.

7.5 Materials & Score	7.5 Rationale
7.5 English IM Meets 4/4	The materials include repeated opportunities for students to hear and practice using math vocabulary. The materials include guidance for teachers on how to scaffold and support students’ development and use of academic math vocabulary.
7.5 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the transadapted Spanish materials.

English Evidence 7.5

Evidence includes but is not limited to:

The materials develop students’ academic math vocabulary. Each week, “Theme Extenders” suggest moving introduced lessons into the “Math” center for independent student practice. Students have repeated, ongoing opportunities to practice using math vocabulary. In addition to the play centers, activities provide opportunities for students to count and say numbers. For example, during “How Many Do You Have?” in Week 5, students count out bear counters, say the number of counters out loud, and move the counters to a ten-frame mat. The provided activities can be utilized in large or small groups or placed into learning centers.

Teachers scaffold children’s development of academic math vocabulary through the provided scaffolding, “Teacher Tips,” and progress monitoring system. Lessons include downward and upward scaffolding suggestions. For example, in Week 6, in the lesson “Shape Graphing,” the teacher distributes a bag of shapes that includes circles, squares, and triangles. The teacher pulls a shape out of her own bag and identifies the shape by its attribute. Then, she places the shape in the correct column on a graph, explaining why it belongs to that column. For example, if the teacher pulls out a square, the teacher counts the sides and says that it is square because it has four sides. Looking at the graph, the teacher might point out that it does not belong in the *triangle* column because a triangle only has three sides; the teacher would then place it in the

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square column, noting that the shapes match. The lesson includes a sample script to support teachers in child-friendly prompting, questioning, and modeling: “The next shape on my graph has 1, 2, 3, 4 sides, and they are all the same. It’s a square. That looks like my shape!” After this, students begin guided practice. If a student is unable to identify a shape, the downward scaffold is to count the sides together. If a student sorts successfully, the upward scaffold is to add extra shapes to the graph and bag, which adds new shape vocabulary to the lesson. Teacher Tips include a suggestion to spend extra time in the modeling portion of the lesson to assist children in developing the academic vocabulary needed to complete the task. If students struggle to understand and use new math vocabulary, the materials suggest splitting into small groups for accompanying activities, so children can receive additional practice with academic math vocabulary.

The materials include repeated opportunities for children to engage in purposeful listening and talking using math vocabulary. In the lesson “Teaching About Shapes,” Week 7, students identify common shapes during a read-aloud of *The Shape of Things* by Dayle Ann Dodd. The lesson has an instructional “Key Teaching Behavior” video that models for teachers how to use math vocabulary during the read-aloud. The lesson recommends that teachers point to and name the shapes as they appear in the book, to bring focus to vocabulary. It also asks for children to repeat the shape names and identify the shape attributes to further develop math vocabulary. The lesson includes a list of additional books that can be used for this topic, including *Shapes, Shapes, Shapes* by Tana Hoban; *Wild About Shapes* by Jérémie Fischer; *Shape by Shape* by Suse McDonald; and *Pancakes, Crackers, and Pizza: A Book about Shapes* by Marjorie Eberts.

In Week 8, in the activity “Where Am I?” the teacher reads the story *Where’s Spot* by Eric Hill. In the activity, the teacher provides the students with positional words to act out; for example, for the words *on* and *off*, a student can sit on a chair, and another student can stand by the chair. After this activity, the teacher places the book in the Math center for the students to use to discuss positional words together. The “Teacher’s Manual” suggests that teachers engage students in play centers to develop and scaffold math vocabulary.

The materials support teachers with strategies for layering academic math vocabulary into informal conversations about math in a positive, supportive way that honors children’s language and ideas. For example, in the Week 10 lesson “Comparing Towers,” the teacher models and explains the math vocabulary *taller* and *shorter*. Students participate in guided practice, building towers and utilizing the math vocabulary words *taller* and *shorter* with a partner. The materials instruct the teacher to go to each group to provide assistance and check for understanding. After the groups finish, the learners participate in sharing their towers and discussing their height. The materials suggest additional directions for the teacher to provide so that students can further explore the concept of height, such as “Create three towers from shortest to tallest.” The materials also provide additional questions to help children analyze what they have created, such as “How do you know this tower is shorter?” The lesson provides a downward scaffold to simplify the math vocabulary: The teacher can ask, “What/who is tall? What/who is short?”

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Teacher Tips recommend emphasizing *shorter/ taller* in the lesson and referring to children's height to make connections; to support vocabulary, they also recommend using visual representations of the words *short* and *tall*, such as picture cards, room furniture, or other accessible objects.

The materials include recommendations for purposefully talking about mathematics using math vocabulary. In Week 23, the activity "Using Ordinal Terms Throughout the Day" guides the teacher to use ordinal words in whole group instruction, small group instruction, centers, transitions, and outdoors. The materials provide examples for each area. For example, in whole group, ordinal numbers can be used with the calendar while saying the daily schedule. In a transition, the teacher can say the order of the students in line: *first, next, last*, and so on. The materials include texts that are math-related, and they identify math vocabulary in read-alouds. In Week 5, the activity "Teaching Positional Words Through Read Alouds" suggests reading *I Went Walking* by Sue Williams. The book provides the opportunity for teachers to ask students questions about the location of the animals or other objects in the story.

Spanish Evidence 7.5

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

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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.

8.1 Materials & Score	8.1 Rationale
8.1 English IM Meets 4/4	The materials develop children’s observation and questioning of their environment as well as their ability to communicate ideas. The materials also include exploration with scientific tools and provide opportunities for students to explore physical science, life science, and earth and space science through hands-on experiences.
8.1 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the transadapted Spanish materials.

English Evidence 8.1

Evidence includes but is not limited to:

The materials build science knowledge through inquiry-based instruction and exploration of the natural world. Science lessons encourage engagement with the scientific method as per the “Teacher’s Manual.” The lessons provide opportunities for observation, asking questions, exploring, making and testing predictions, and communicating ideas. Students have hands-on opportunities to explore natural science in both formal science lessons and informally, during play in centers.

Materials develop children’s ability to question aspects of their environment and engage them in their environment in a play-based way. For example, in Week 7, students help make a watershed in a real-life opportunity to observe and discuss the need for saving water. The teacher introduces the lesson by sharing the importance of saving water. The materials provide open-ended questions to activate prior knowledge; the teacher records student answers to refer back to at the end of the lesson. The materials guide the teacher and the children on how to make a watershed. Once it is complete, the teacher explains how the watershed works. The

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teacher prompts the children by asking inquiry questions, such as “What do you think will happen if you pour water over the landscape model?” The children take turns scooping out the water and provide examples of water uses and ways to conserve water. This lesson is designed to be repeated, providing students further opportunity to explore this learning experience.

In Week 7, students explore age-appropriate scientific tools, such as a balance and measuring spoons, in the two-day activity “Rock, Soil, and Sand Investigation.” The materials list includes several cups each of pebbles, dirt, and sand; a balance; tablespoon; chart paper; markers; clear cups; tape or sticky tack; hand lens; teaspoon; and paper plates or towels. On day one, the teacher introduces the balance and how to use the scales to weigh the samples. The children participate by comparing the weights of the items. On day two, the children use the hand lens to analyze the samples, describe them, and compare them.

In Week 8, in a science lesson called “Architects and Engineers,” the students go through the process of planning, building, and problem-solving a creation. The teacher introduces the role of the architect and shows the children pictures of different structures. After introducing the concept of a blueprint, the teacher tells the children that they will create their own blueprint. On another day, after drawing the building, the children become contractors and build from the blueprint. The teacher takes a picture of the building to compare to the drawing and asks the children to discuss the similarities between the drawing and the actual structure. The process of comparing the similarities as well as explaining the differences helps the children develop the ability to communicate ideas about the world around them. Then, the children become engineers and solve the problems of the building. The teacher asks who can build the tallest and/or strongest tower. This lesson is spread over multiple days, during which children engage in different ways of communicating ideas, which encourages thoughtful questioning and helps develop their understanding of scientific concepts.

In the Week 15 lesson “Head in the Clouds,” children explore earth and space science; the lesson includes differentiated opportunities for students to communicate their learning. Students observe clouds and then create an art piece depicting what they observed. The materials list and describe the three cloud types to use as a guide: cirrus, cumulus, and stratus. The teacher takes the students outside to observe the clouds and explains how clouds are made and how rain develops from clouds. The children participate by listening, observing, and drawing what they see in their journal; they refer back to it to complete their art project. The materials encourage the teacher to observe and support the children as needed by being attentive and listening to the descriptions of the figures the children are trying to describe. The materials provide a list of open-ended questions to use to check for understanding. The children complete the lesson by recreating the clouds they saw using the supplies made available to them.

The materials develop children’s ability to communicate ideas about the world around them in a variety of ways. The activity “Rocks All Around Us” in Week 28 discusses the qualities of rocks;

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the teacher asks students what they know that is made from rock. The teacher records the students' answers on a chart. The teacher and students take a nature walk to point out various objects made from rock. The teacher records student observations on a notepad and then adds them to the chart when they return inside. This activity encourages discussion and writing of student observations.

Spanish Evidence 8.1

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

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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.

8.2 Materials & Score	8.2 Rationale
8.2 English IM Meets 4/4	The materials follow a logical sequence of social studies, beginning with self and moving to family, community, city, state, and country. The materials also provide opportunities for students to explore commonalities and differences in individuals as well as opportunities to learn about routines and events, past, present, and future. The materials provide opportunities for students to explore the roles of consumers in their community.
8.2 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the transadapted Spanish materials.

English Evidence 8.2

Evidence includes but is not limited to:

The materials build social studies knowledge through the study of culture and community. Instruction follows a logical sequence of social studies skills and concepts, beginning with self and moving to family, community, city, state, and country. For example, at the beginning of the school year, during Week 1, in the lesson “Our Flags,” the teacher introduces and discusses the country and state flags. The teacher asks open-ended questions to gauge what the children currently know about the flags to help guide the discussion. The lesson closes with children sharing information they learned with a partner. During this same week, the children learn to recite both the state and country pledges; they also learn how to participate in a moment of silence. The students participate in the pledges and moment of silence every morning.

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The “Daily Schedule Chart” is introduced in Week 1. It provides an opportunity for children to learn about events in the past, present, and future. They reflect on the events that have already happened during the day, and they prepare for other events that will be happening later in the day, using the visual schedule and sliding down a clothespin as the day progresses. This serves as a daily routine and a foundation to support further learning later in the year.

In the “I’m Me! I’m Special!” theme, Week 3 focuses on “My Home and My Family.” One of the lessons, “How Does Your Family Celebrate,” allows the children to explore the ways families can be alike and different. The lesson begins with the teacher modeling a favorite holiday/celebration she likes to celebrate. After sharing another holiday that a family might celebrate, the children draw pictures of their favorite celebrations at home. The class shares and finds similarities and differences in the celebrations. Following a “Teacher Tip,” the children are invited to bring in pictures from home to guide observations and discussions. Focusing on commonalities and differences, the teacher emphasizes that each child’s family is special and important. The included book suggestions support different cultures and traditions, providing a positive, friendly opportunity for the children to explore different holidays such as Los Posadas and Hanukkah.

The materials include exploration of people and places in the classroom, the school, and the community to expand beyond learning about families. In the Week 8 lesson “Career Day,” the children learn about communities and discover what types of workers are in a community. The teacher uses picture cards to introduce and explain the vocabulary words *community*, *places*, and *workers*. The teacher provides examples and models various community workers, such as a school teacher, a doctor/nurse, a firefighter, a baker, a mail carrier, and a police officer. The children participate in the discussion by choosing which worker they would want to be and sharing why. As part of the discussion, students act out the roles of the worker they have chosen. Additional social studies lessons that correlate with the thematic unit are provided throughout the year.

The Week 13 lesson “Using Ordinal Terms Throughout the Day” supports an understanding of before and after and first and last as a foundation for learning about past, present, and future in a way that is developmentally appropriate. This lesson provides guidance and examples for the teacher to introduce ordinal terms such as *first*, *second*, *next*, *last*, *beginning*, *middle*, and *end*. The lesson identifies activities that can incorporate ordinal language during whole group instruction, such as “Calendar Time” (days/months), “Daily Schedule,” and after reading a book. It also provides recommendations to use ordinal language during small group activities, such as when working with number lines, when children line up for transition, and when teaching phonological awareness. Order ideas include using ordinal language during centers, transitions, and outdoors. Students expand upon this learning in the Week 35 lesson “Yesterday, Today, and Tomorrow.” The teacher models by talking about what she ate last night for dinner (in the past) and then sharing something she is looking forward to doing tomorrow. After discussing things

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that happened yesterday, are happening today, and will happen tomorrow, the children draw pictures of things that are happening in each of the three different times.

Also in Week 13, in the social studies lesson “Bringing the Harvest Home,” the materials introduce the idea of consumers and provide opportunities for children to explore the roles of consumers in the community. The lesson guides the teacher to create a classroom store and model buying and selling crops to the children. The teacher discusses the roles of customers and clerks/farmers and how the purchase of the crops provides income for the farmer’s family. The children role-play the consumer and worker in the “Pretend and Learn” center.

Spanish Evidence 8.2

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

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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.

8.3 Materials & Score	8.3 Rationale
8.3 English IM Meets 4/4	The materials include a variety of daily experiences through multiple mediums (dance, music, dramatic play, painting, sculpture, drawing, and other movement) and emphasize the students’ engagement in the process of creating rather than the product that is created.
8.3 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the transadapted Spanish materials.

English Evidence 8.3

Evidence includes but is not limited to:

The materials expose children to fine arts through exploration. There are opportunities to participate in multiple mediums and learn art concepts and skills throughout the year. For example, in Week 1, in a “Book & Print Reading” lesson, the children sing a song using the names of their classmates; the song helps them learn and remember their classmates’ names and learn the directionality of print. The materials provide teachers instructions to prepare: The teacher premakes sentence strips with the lyrics of the song “I Wish I Had A Little Red Box” by Dr. Jean Feldman along with picture/word cards of the students’ names. The teacher introduces the song and chooses two students’ names to add to the song. The children participate by singing along with the teacher. The “Teacher Tips” recommend placing this activity in the “Library” center for continued practice.

The materials emphasize engagement in the artistic process instead of focusing on the product. For example, in Week 1, in the lesson “Straw Structures,” the children create structures by adding straws into a colander. The focus is not on the product of the structure but on building motor skills and oral language skills, as students discuss the color of the straws and count the number of straws used. Additionally, in Week 3, children are offered choices of craft materials, such as construction paper, craft sticks, and yarn, to make homes. Teachers encourage children

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to verbalize as they add details such as windows, doors, roofs, or grass. This allows the children to be creative in their interpretation of the appearance of the homes. Another activity option for the “Creativity” center in Week 3 includes creating playdough families. Teachers encourage children to roll and squeeze the dough when creating body parts to strengthen hand muscles, as opposed to creating realistic looking people.

The Week 10 lesson “Pretend First Responders” provides an example of how dramatic play is incorporated to extend themes. Following a Teacher Tip, the teacher provides props to support pretend play of community helpers. The teacher introduces and models the various roles of first responders such as firefighters, police, and emergency medics as a child plays the one in need. Afterward, the children play the role of the first responder as the teacher plays the one in need.

Teachers have the opportunity to use music in daily routines; these can be found under “Theme Extenders” in the weekly units. For instance, in Week 11, “It’s Harvest Time,” students create a leaf puppet based on the book that was read aloud. Students can also use paints to create a “fall scene” and create props for the “Pretend and Learn” center by painting cutouts of apples, corn, and nuts. In the Pretend and Learn center for Week 11, students pretend to be in a pumpkin patch and can rake leaves, dress for the weather, and collect apples and nuts. The Theme Extender has students sing the following songs from *The Complete Book of Rhymes, Songs, Poems, Fingerplays and Chants* by Jackie Silberg and Pam Schiller: “Autumn Leaves,” “The Wind (swoosh, swirl)” and “Little Squirrel.”

In Week 12, materials combine creativity and dramatic play to use the creative process purposefully. Students create their own pumpkins and apples in the “Creativity” center using open-ended tear art focused on fine motor development. Then, they can role-play being a farmer to plan, care, and grow their own crops in the Pretend and Learn center. Materials made in the Creativity center can be used as play props for dramatic play.

The materials include daily experiences for children to explore art concepts and skills through various mediums, including dance, music, dramatic play, painting, sculpture, drawing, and other movements integrated across the instructional materials. In Week 16, the materials suggest that students act out the moon revolving around the Earth; students stand in the middle, and one child revolves around as the moon. The students sing “The Moon Is Moving” to the tune of “Are You Sleeping.”

In Week 29, during the theme “The Earth Around Me,” in the Creativity center, students paint a night sky and create a tissue paper flower. In the Pretend and Learn center, students use props to pretend to go camping; they can pretend to roast marshmallows on a pretend campfire. Songs are included throughout the year and can be found in the classroom library, such as the song “Tiny Seed” that was introduced in whole group this same week.

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Spanish Evidence 8.3

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

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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.

8.4 Materials & Score	8.4 Rationale
8.4 English IM Meets 4/4	The materials provide opportunities to link technology into the classroom experience and provide students the opportunity to explore and use various digital tools. Additionally, throughout the curriculum, technology supports and enhances student learning as appropriate, as opposed to distracting from it, and includes appropriate teacher guidance.
8.4 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the transadapted Spanish materials.

English Evidence 8.4

Evidence includes but is not limited to:

The materials incorporate technology that supports and enhances students’ learning. The “Teacher’s Manual” provides a chart that addresses concerns on how to keep technology from distracting from student learning, based on research. For example, if there is a concern that the use of technology is causing decreased physical activity, the materials recommend keeping children active throughout the day and following the guidelines from the U.S. Department of Education and the U.S. Department of Health and Human Services. The materials provide an alternative way to use technology while remaining physical, such as using a handheld device when outside to enhance learning and observing.

The materials provide opportunities for students to explore and use various digital tools. In the lesson “Introduction to Computers: Using a Mouse,” Week 2, students learn to navigate a computer program; they use a mouse to move the cursor and then click, drag, and drop items. The teacher models how to click and guides students to practice using the mouse. In the lesson “Guess the Voice,” Week 3, students listen to a recorded message and identify the speaker. The teacher uses recording devices like a cell phone or a computer to record the students’

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messages. The students have the opportunity to speak in complete sentences and record their message to share with the class.

In Week 6, the students engage in an age-appropriate opportunity that allows them to meaningfully connect to classroom experience: “Architects and Engineers.” The teacher shows images of building structures on a computer for the students to see as examples. The activity suggests leaving a laptop or tablet in the “Block” center for students to reference images of structures to inspire their own creations. The activity also suggests bookmarking images or leaving word cards with photos for students to use when searching keywords independently.

In Week 29, the children incorporate technology, a tablet, as they go on a nature walk. The children use technology actively by taking pictures of the things they find. They further engage in this experience by reflecting on and discussing the plants that they would not otherwise be able to bring back to the classroom. After reflecting on the pictures, the teacher extends the learning by referring to a child-friendly plant website to continue exploring additional information about the plant, such as the plant name, the lifecycle of the plant, and information about plant care. Students engage in a similar activity in Week 33, “Bug Homes,” when they observe, discuss, and collect data on a variety of bugs they find on the school grounds. Students use cameras or tablets to take pictures of the bugs they find. The teacher then displays the pictures on the overhead or tablet so students can use them as they create a bug sorting chart.

Spanish Evidence 8.4

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

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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.

9.1 Materials & Score	9.1 Rationale
9.1 English IM Meets 2/2	The materials include a variety of diagnostic tools that are developmentally appropriate (e.g., observational, anecdotal, formal) and provide guidance to ensure consistent and accurate administration of diagnostic tools. The materials also include diagnostic tools to measure all content and process skills for prekindergarten, as outlined in the Texas Prekindergarten Guidelines, and include tools for students to track their own progress and growth.
9.1 Spanish IM Meets 2/2	The materials include a progress monitoring tool with multiple diagnostic tools to support student development. The diagnostic tools are developmentally appropriate and measure both content and process skills. Materials include tools for students to track their own progress and growth.

English Evidence 9.1

Evidence includes but is not limited to:

The materials include developmentally appropriate diagnostic tools (e.g., formative and summative progress monitoring) and guidance for teachers and students to monitor progress. The materials include a progress-monitoring tool that is developmentally appropriate for three- and four-year-old children. The progress-monitoring system, referred to as the “CPM,” can be used to assess a variety of areas, including social and emotional behaviors, phonological awareness skills, math skills, approaches to learning, and physical development. The CPM allows for both formal and informal assessments to be used in order to assess children’s progress in all content areas addressed through the curriculum.

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The assessment tools include resources and recommendations for engaging families and providing input through “Family Observation Forms.” These forms are available in both English and Spanish. The observation forms provide the parent with an opportunity to share information about their child regarding background, strengths, and weaknesses related to the skills that are the focus of instruction. In addition, the materials include a printable, family-friendly dual language resource, which describes what the assessments measure and why assessments in the specific learning areas are important.

The “General Administration Guidelines” resource includes teacher guidance to support administering the assessment. This tool identifies best practices for administering the assessment and includes access to training videos to assist teachers in accurately administering the assessments. For example, there is a video of a teacher modeling the vocabulary portion of the phonological awareness assessment. “How To” guides can also be found in the same section, which include instructions in a print version. The online dashboard also includes a “practice” area for teachers to practice administering the assessment and to be able to view a variety of sample reports. Teachers can also download and print the administration handbook, which provides teachers with tips and troubleshooting for successful administration and data collection. Teachers can select one section at a time to administer to all students or select an individual student to assess all domains. There is guidance for collecting “informal assessment” data; informal assessments are to be collected over time through observations, anecdotal notes, work samples, pictures, and possible teacher-created assessments.

In addition to formal and informal assessments administered by teachers, children are encouraged to reflect on their work and go through the process of improving and adjusting in various developmentally appropriate ways throughout the year. For example, in the “Architects and Engineers” lesson used in Week 8, the students go through three phases of the lesson to create, reflect on, and revise their plans. The children begin by pretending to be architects who design blueprints for a building. Next, they become contractors who build the building according to the blueprint they created. This allows them the opportunity to reflect on and evaluate the first phase of the lesson. In the lessons’ third phase, children become engineers; they evaluate their work and reflect on the buildings they created.

Spanish Evidence 9.1

Evidence includes but is not limited to:

Materials include formal and informal diagnostic tools that are developmentally appropriate for students. The “Circle Progress Monitoring Tool” is part of the online formative assessment in the Circle Prekindergarten Curriculum. The Progress Monitoring Tool is user-friendly and data-driven, enabling the teacher to quickly assess the students’ progress. Informal and formal

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diagnostic tools are designed to measure all content and process skills, as outlined in each of the prekindergarten guideline domains (social and emotional, language and communication, early writing, book and print concepts, mathematics, science, social studies, fine arts, and physical development). The materials support the teacher in testing the student one-on-one to ensure student success. Once data has been collected, the online system groups students automatically and identifies targeted lessons to support skill development and student growth.

The Circle Progress Monitoring Tool tracks a students' developmental growth throughout the year. It is administered in three waves, Beginning Of Year—Wave 1, Middle Of Year—Wave 2, and End Of Year—Wave 3. This tool helps teachers differentiate and individualize instruction for students at risk of falling behind. The assessment tools in the materials are appropriate to the developmental status and experiences of young children, and they recognize the individual variation in learners and allow children to demonstrate their competence in different ways.

Materials provide guidance for consistent and accurate administration of diagnostic tools. The materials include a script to ensure the Circle Progress Monitoring Tool's administration is consistent and standardized for all students. Materials instruct that teachers should follow the script verbatim. For example, the Circle Progress Monitoring Tool, "Narración y Comprensión Instrucciones y Hoja de Calificación," includes embedded reminders or tips to support the teacher in collecting observational or anecdotal notes on specific lessons, skills, or activities. The diagnostic tool is supported by a "User Guide" that gives an overview of the assessment, outlines the time to administer each task, and provides step-by-step guidance for administering each measure and information to support the teacher in understanding the benchmarks. For example, the CIRCLE Progress Monitoring User Guide provides a thorough overview of the assessment and all component domains and sub-measures. The guide also includes directions for offline assessment, general administration guidelines, and recommendations for assessment environments. The diagnostic tool provided in the materials is administered consistently and accurately.

Progress is tracked as a student, as a class, a school, and as a district as monitored by teachers, administrators, and district-level directors. In addition to formal and informal assessments administered by teachers, children are encouraged to reflect on their work and go through the process of improving and adjusting in various developmentally appropriate ways throughout the year. In various lessons, students go through three phases of the lesson: create, reflect, and revise their plans. This allows them the opportunity to reflect on and evaluate the first phase of the lesson.

The "Family Observation Form" includes students' skills for evaluation during the school year. It requests that parents provide information about students' strengths and needs, such as learning strategies, health and physical development, and social and emotional development. Teachers share assessment results with families to track their child's development.

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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).

9.2 Materials & Score	9.2 Rationale
9.2 English IM Meets 2/2	The 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. The diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation. The materials also provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data and provide guidance for administrators to support teachers in analyzing and responding to data.
9.2 Spanish IM Meets 2/2	The materials include guidance and support for teachers and administrators to support individual student needs in all developmental levels and domains. The materials provide a variety of resources and support with differentiation based on student data.

English Evidence 9.2

Evidence includes but is not limited to:

Materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools. The materials include a video resource to support teachers in adjusting instruction to meet the needs of children, titled “Pre-Kindergarten Response to Intervention.” This video supports the teacher in understanding the assessment cycle and how to use tiered instruction to provide a more in-depth understanding. In addition, the lessons include recommendations for upward and downward scaffolds.

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The “Circle Progress Monitoring” (CPM) system includes a “User Guide” that provides a general overview to better understand the system as well as “How-To Guides” for teachers to learn how to understand the results of the assessment. The materials also include an online, self-paced training course for teachers to learn how to administer and understand the CPM assessment tool. There is also a printable version of the training that can be used as a reference guide as teachers use the tool. The assessment results are easy to read, and the color-coding system allows teachers to determine skill level at a glance. Each report includes a guide to explain the color-coding system of the assessment. If a student is on track, the report will be green; a red icon indicates a need for additional support; a blue icon indicates that the student is either outside the age range for a particular skill or there is no threshold for that particular skill. The reports that are available for teachers also include color coding for ease of use. The assessment tool also includes a parent report that is easy to read; it provides links to online lessons and activities that parents can use at home to help develop their child regardless of skill level. A grouping tool supports creating small groups based on assessment results and suggests lessons for targeted instruction. This saves the teacher time during planning.

The weekly lessons in the “Scope and Sequence” include “Additional Lessons” for each domain area; teachers can use these to build upon lessons for students who need additional help. “Teacher Tips” provide scaffolding techniques for students who need extra support for individual activities. For example, if a child needs additional assistance matching the environmental print label to the page in the alphabet book, the teacher can utilize the lesson “Sentence Strip Name Book” to provide additional letter naming practice using letters in classmates’ names.

The materials provide administrators with the option to complete the same online training for the CPM assessment tool as the teachers. They also have access to the CPM “Administration Videos” to understand the data collection process and support teachers during assessments. The materials provide reports at the campus, class, and grade level; administrators can review data and provide teachers with support in areas of need.

Spanish Evidence 9.2

Evidence includes but is not limited to:

Materials support teachers with guidance on how to meet student’s needs in all domains. Resources provide differentiated scaffolds embedded in the curriculum for teachers to support student skill development. The “User Guide” provides further support and guidance for teachers on analyzing and interpreting the assessment results and individualizing instruction. The “CIRCLE Progress Monitoring” (C-PM) User Guide provides an overview of the assessment and all component domains and sub-measures. The guide includes directions for offline

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assessment, general administration guidelines, and recommendations for assessment environments. The materials provide teachers with support to address students' needs based on student progress measures.

The Circle Progress Monitoring Tool includes a User Guide, providing teachers with guidance for planning instruction after data collection using the diagnostic tools. The results are color-coded: green—on track, yellow—monitor, red—needs support, and blue—out of range. The software automatically scores each child's direct assessments, develops ability-level groupings, and recommends suggested activities for small group instruction. The observational checklists are designed to assess growth in child behaviors that can be easily observed during day-to-day interactions between teachers and preschool students. A report is generated for each student identifying their individual needs. Parents can access these reports as a paper copy, or teachers can share them electronically by issuing a personalized identification number (PIN) for online access. Teachers can assign targeted activities for parents to do at home via the online parent portal to further support the development of content mastery.

The materials provide resources and teacher guidance on leveraging activities to respond to student data. Support is provided for teachers to adjust instruction based on student level and skill development. Lessons have embedded opportunities for small group activities that include additional read-alouds for differentiated instruction. For example, in the Lesson "Libro sobre el alfabeto con palabras que conocemos," the student matches the first letter of words to the corresponding pages of the alphabet book. This activity provides downward scaffolding opportunities to target students with difficulty with letters. Students are shown two environmental print images and asked, "Which one begins with the letter ___?" Teachers use supplemental material provided in the materials to target a specific lesson or skill and help the students during Tier 2 small group instruction or one-on-one support. The Teacher Guide includes the necessary instructions to support teachers on differentiated activities based on student data.

Materials provide guidance for administrators to support teachers in data analysis. The C-PM Tool results can be shared with the teacher, administrators, and district-level employees. The administrator can pull class, school, and district-level data reports. Data can be analyzed by student, by class, by school, and by district. The C-PM Tool includes recommendations for grouping students; it also recommends lessons for students who might need support with certain skills. Reports available on CLA Engage include Class Completion Report, Class Summary Report, Class Growth Report, Student Summary Report, Small Group Report, and Student Summary Report (for parents). Additional reports are available at the administration and district level for administrators to support teachers by monitoring and adjusting instruction based on data analysis.

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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.

9.3 Materials & Score	9.3 Rationale
9.3 English IM Meets 2/2	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.
9.3 Spanish IM Meets 2/2	The materials include age- and skill-appropriate progress monitoring. The materials include embedded opportunities that accurately measure and track progress.

English Evidence 9.3

Evidence includes but is not limited to:

The materials include routine and systematic progress monitoring opportunities in all domains. The materials recommend using both formal and informal assessments. The “User Guide” suggests formally assessing the domains at the beginning, in the middle, and at the end of the year. The formal assessment can track individual children’s progress in all domains in a scientifically reliable way that informs instruction. The informal assessments can be utilized in various classroom settings throughout the school year; they are conducted through observations, anecdotal notes, pictures, and work samples. Progress monitoring is appropriate for the age and the content skill. Formal assessments are conducted through observation forms and simple questions. The video example shows a teacher testing a child on “Book and Print Awareness”; the teacher asks brief questions, such as “Show me the proper way to hold this book”; “Point to the title of this book.”

The results of each assessment are scored according to the age of the child. For example, if a child is only three, the rhyming assessment will be considered “out of range” and is not an expected skill for that age. The progress monitoring system also allows the teacher to turn off some of the assessments if they are not appropriate for the age of the child or if the teacher does not want to assess a particular skill area. The “Scope and Sequence” includes additional activities for each week for students who need extra support.

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Spanish Evidence 9.3

Evidence includes but is not limited to:

Materials include multiple embedded opportunities for progress monitoring that is age-appropriate. The “Circle Progress Monitoring Tool” measures student performance progress three times during the school year. The progress monitoring can be conducted in three waves, wave 1 beginning of year, wave 2 middle of the year, and wave 3 end of the year. Materials include observation forms for the teacher or the students’ family to fill out. The observations in the forms are skills that are focused on throughout the year. The materials track student progress across domains, including rapid letter naming, rapid vocabulary, letter-sound correspondence, phonological awareness, book and print awareness, science, social studies, and story retell and comprehension. Observation-based assessment includes social and emotional development, physical health and development, writing, speech production and sentence skills, motivation to read, and approaches to learning. Monitoring all of these skills helps the teacher determine the student interventions to succeed in learning. This routine provides opportunities that accurately measure and track student progress. This measurement allows the teacher to review data, plan, and adjust interventions and activities for the student to succeed in learning.

The Circle Progress Monitoring Tool is designed for prekindergarten students ages three and four to assess their skills and monitor their progress throughout the year with appropriate content skills. Student scores consider the student age, and the levels range from “on track, needs support, and out of range.” The teacher can determine which sections of the assessment to collect and can turn off any sections with a click of a button.

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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.

10.1 Materials & Score	10.1 Rationale
10.1 English IM Meets 2/2	The materials include recommended target instruction and activities for students who struggle to master content and for students who have mastered content. The materials also provide additional enrichment activities for all levels of learners.
10.1 Spanish IM Meets 2/2	The materials include guidance, scaffolds, supports, and some extensions that maximize student learning potential. They contain recommendations for targeted instruction and activities for students who have and have not mastered the content. The materials also provide additional enrichment activities for all levels of learners.

English Evidence 10.1

Evidence includes but is not limited to:

The materials include guidance, scaffolds, supports, and extensions that maximize student learning potential. The materials are divided into instructional weeks. Each instructional week offers three categories of recommended targeted instruction to provide guidance, scaffolds, supports, and extension to differentiate instruction for students. These components of the curriculum are “Target Lesson,” “Step It Up,” and “Additional Activities.” The “Start-Up Guide” provides teachers guidance on how to use these embedded components to modify and scaffold the lessons in order to target students that struggle to master the content. “Theme Guides” organize the learning materials around a common theme and enhance the scope and sequence by providing enrichment activities and theme extenders. One example of this is in the theme “The Earth Around Me”: The materials instruct the teacher to use theme-related vocabulary with the activities from the scope and sequence to practice phonological awareness skills.

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The Week 18 lesson “Letter Introduction Routine” provides six different scaffolding examples: two downward scaffolds can be used if the student says the word incorrectly, two downward scaffolds can be used if the student cannot form the letter, and two upward scaffolds challenge the student who masters the task. “Teacher Tips” provide further accommodations for those who require visual or motor assistance: “When skywriting, provide hand-over-hand support. Some children may use the whole hand or arm as their ‘magic pencil.’” There are also accommodations for children who are learning English: “Give children extra support in small groups or one-on-one, particularly when learning sounds that may not be part of a child’s first language. If a sound is shared in both English and a child’s first language, try asking the child to share words in either language that begin with the target sound.”

The “Teacher’s Manual” describes upward scaffolding as support that the teacher uses during lessons based on the students’ needs and responses: “Upward scaffolds are employed when children correctly respond to a question or easily engage in a task. They can be used to increase the cognitive demand of a task, deepen understanding, or extend language by meeting children where they are and building on the information that they already know.” In the Week 3 “Alphabet Knowledge” lesson “Grab Bag,” the teacher encourages students to pull out a letter from a bag, identify it, and match it to the “Letter Wall.” If a student easily identifies and correctly matches letters, the teacher invites the student to provide the letter sound and/or a word that begins with that letter. A Step It Up extension lesson addresses the needs of students who have mastered the target lesson: Students create an alphabet book by matching the first letter of a word to the correct letter in an alphabet book.

The learning materials directly connect enrichment activities to the curriculum’s target lessons and themes. In a Week 24 math lesson, the “Shape Spin” activity scaffolds students’ learning by having them create a picture from shapes they collect. In a Week 31 target lesson on rhyming, students identify and name rhyming words; students who have mastered this target skill can Step It Up and complete rhyming sentences. Within this lesson, as students demonstrate mastery, teachers can ask them to partner up and create their own rhyming stems as an upward scaffold.

The materials include enrichment activities that support all levels of learners and provide opportunities for students to explore and apply new learning in a variety of ways. In the Week 6 lesson “How Does Your Family Celebrate?” students bring in photographs and real objects; they then discuss how everyone’s customs and holidays are alike and different. In the “Sky Above Me” theme, students use materials to create different weather scenes in the “Construction” learning center; students use these scenes to explore the sun, rainbows, daytime activities, nighttime activities, the moon, and stars. Additionally, in a Week 16 enrichment activity, after a lesson targeting the formation of uppercase and lowercase letters using gel bags, students create a large letter on the floor with masking tape and then walk it, hop it, crawl it, or drive a small car on it.

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The materials include opportunities for students to apply new learning during small group instruction, allowing them to elaborate on their work. In Week 18, in math, students have the opportunity to subitize up to the number five using a large die. Students roll the die and state the number of dots. The teacher provides support for all learners by scaffolding the activity as needed. The materials also allow students to apply new learning with more depth. For example, students apply their knowledge of the four seasons by creating a visual representation of how a tree looks throughout the seasons.

Materials include enrichment activities that provide students at all levels opportunities to explore and apply new learning in a variety of ways. This is evident through the theme activities connecting subject area lessons, suggested learning center activities, and extension activities. The Week 18 theme is “Animal Bodies and Movements.” During Week 18, students use clay to create animals in a “Language & Communication” lesson. Animal learning continues in the “Pretend and Learn” center, which is transformed into a veterinarian’s office. In Week 18’s science lesson, students compare animal characteristics using visual pictures. In Week 19, the Construction center provides materials for students to create animal habitats and includes a map of a zoo (made in another center or brought in from a local zoo). In Week 21, the science lesson “Reptile Pile: Cold Blooded Animals” contains an at-home assignment: Students must draw two animals outside their home—one with fur or feathers and a reptile. In preparation for this lesson, a family member should assist with writing the description of the animal, where it was found, and what it was doing.

Spanish Evidence 10.1

Evidence includes but is not limited to:

Materials provide recommendations for targeted instruction for students who have not mastered the skills but do not include activities for all populations. The materials include downward and upward scaffolds that support students each week in the different sections of book and print reading, phonological awareness, language and communication, alphabet knowledge, writing, and mathematics. In Week 21, lesson “Pila de reptiles—Animales de sangre fría” provides support for small/whole groups and center time to develop skills in a safe and playful environment. Students observe and describe the characteristics of organisms. This lesson can be used both at home and at school. Students draw two pictures of animals and describe what they are doing during class. Teachers provide the “just right” amount of help to make student success possible. The lesson provides recommendations for downward scaffold questions to support the student. Students share their drawings and name the animal. The materials recommend breaking multi-part questions into one question at a time. The materials provided do not include guidance for teachers of PPCD/Early Childhood Special Education programs. During a math lesson in Week 13, “Cuantos tienes,” using counting mats, students move a counter while counting orally and maintaining one-to-one correspondence. The teacher

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checks for understanding. As support for students that need more assistance, the teacher provides an audible signal such as clap, snap, or finger tap and move each counter as the child counts. Teachers use multi-sensory objects and hand-over-hand to support students' understanding. During Week 23, lesson “Escribir en el aire,” materials provide recommended targeted instruction and activities for students who need extra help. The teacher explains and models skywriting (writing in the air). Students repeat the action while the teacher observes. Teachers support students who need more assistance by doing hand-over-hand practice. Some lessons provide targeted instruction for students with difficulty understanding the content.

The materials include recommendations to enrich content to support students who have met mastery. The guidance includes engaging in more challenging activities such as “Categorías” in Week 22, “Language and communication.” The teacher invites children to write things that belong to a setting, for example, the farm. Resources include support for teachers by providing higher-level thinking questions. These questions can engage them to think of different ways farm things can be grouped, for example, “¡Sí, podrías ver un cerdo en una granja! ¿Qué es algo que NO podrías ver allí?” In a Week 11 “Baile con figuras” math lesson, the students identify and describe the attributes of shapes as they play a musical game. The teacher prepares shapes and places them on the floor as she describes each shape. Students walk around the shapes to the music and freeze. The teacher pulls out a shape card, and students describe it. The teacher guides students that have mastered the skill by participating in an extension activity. The extension activity engages them in creative exploration. Students create large shapes on the floor with painters or masking tape for multiple students to fit inside the shape. The teacher observes the students as they participate and asks questions to check for understanding. In a Week 34 Science lesson, “El ciclo de vida de una mariposa,” the students listen to a read-aloud and create a project displaying a butterfly’s life cycle. The teacher explains and models the four stages of the butterfly’s life. This lesson provides an upward scaffold activity for students who have mastered the skill. They apply their learning by creating a life cycle of other animals, using pictures provided by the teacher. The students share their final work with their classmates. These are some samples of how the materials provide recommended targeted instruction and activities for some students to deepen grade-appropriate learning or assist them to master the concept.

Materials provide some additional enrichment activities to address the needs of learners. Evidence for an activity for all levels of learners is in Science. In Week 14, during the lesson “La cabeza en las nubes,” students go outside to observe the clouds and draw their observations. This lesson offers an extension where all learners can use their creativity. Students create a 3D model of the clouds they observed using cotton balls and share their observations and artwork with the rest of the class in the author's chair. The materials recommend incorporating books and materials that build upon the topic to enhance students’ interest and keep them engaged. No specific activities were found to address the needs of students with learning disabilities.

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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.

10.2 Materials & Score	10.2 Rationale
10.2 English IM Meets 2/2	The materials include a variety of instructional approaches to engage students in mastery of the content. The lessons throughout the scope and sequence support developmentally appropriate instructional strategies and flexible grouping. The materials also support multiple types of practices and provide guidance and structure to achieve effective implementation.
10.2 Spanish IM Meets 2/2	The materials include a variety of instructional methods to support a variety of learning styles and interests. The materials support the use of developmentally appropriate instructional strategies. The materials provide teacher guidance and structures to support student learning in various classroom settings. The materials incorporate flexible grouping to support and engage students in the mastery of content.

English Evidence 10.2

Evidence includes but is not limited to:

The materials provide a variety of instructional methods that appeal to a variety of learning interests and needs. The “Pretend and Learn” center transforms, via props, to match the various themes of the instructional focus. Math instruction utilizes various manipulatives, such as counters, shapes, and numbers, for whole group instruction, small group instruction, and centers. Teachers also receive guidance on how to scaffold down in the lessons to include one-on-one support when needed.

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In Weeks 1 and 2, students practice counting during transitions and developmentally appropriate music activities, such as “The Ants Go Marching” and “One Potato, Two Potato.” In Week 3, students continue to practice counting using a whispering voice, in counting races, when lining up, and when gathering items.

In Week 2, students engage in a project-based learning activity that encourages collaboration between partners. Students work together by sharing the blocks to build a tower. Additional opportunities for students to practice project-based learning are incorporated in several of the “Construction” centers. Students work collaboratively to create different projects that go with the week’s theme. For instance, in the “I’m Healthy” Construction center, students work together to create playgrounds. In the “Earth Around Me” Construction center, students work collaboratively to create landforms using various materials.

Teachers introduce and model routines during whole group instruction; they are designed to build a sense of community. Large group lessons to assist students in understanding appropriate behaviors begin in the first week; they include a variety of opportunities for exploration. In Week 3, the teacher models how to care for books; students then have an opportunity to practice. Teachers also introduce the “Book Hospital,” which helps students understand what to do when a book is not handled well. The teacher continues the lesson daily for students to develop their book-handling skills.

In Week 6, after teacher modeling, students review and act out previously introduced vocabulary words. The teacher provides scaffolding support depending on the students’ needs, such as reminding the students of the word’s meaning, providing a picture representation or verbal prompt, or modeling by saying the word and acting it out, encouraging the student to respond or imitate the action.

In Week 13, the “Question of the Day” supports building relationships among peers and teachers. The teacher presents the activity to students: “Every morning during circle time, we will do an activity called Question of the Day. We will learn more about each other with a question every day.” The teacher selects a child to act as the survey taker and ask the question. The survey taker uses tally marks to record each child’s response. The teacher directs the survey taker to say, “Now, please stand up if you do not have a dog.” The teacher supports the survey taker in recording students’ responses with tally marks. Then, the teacher assists the survey taker in adding up each column of tally marks to present the results to the class. After completing the activity, the teacher guides the children to have a conversation about the question of the day.

In Week 19, the “Letter Introduction Routine” contains accommodations for children who need visual or motor assistance. When skywriting, the teacher provides hand-over-hand support to the student. Materials provide the insight that some children may use the whole hand or arm as their “magic pencil.” Accommodations for English Learners recommend providing children small

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group or one-on-one support, particularly when learning sounds that may not be part of a child's first language. If a sound is shared in both English and a child's first language, the teacher asks the child to share words that begin with the target sound in either language.

In the Week 22 lesson, "I Spy More, Less, Same," the gradual release model provides learners with opportunities to practice new skills in a variety of ways. The teacher models manipulating a certain amount of cubes in a cup to compare them to another set of cubes. She determines if the set has more, less, or the same amount of cubes. Students practice the activity with the teacher several times. Once the activity is done, students practice it individually in the "Math" center.

In Week 26, there are multiple target lessons, and each one is intended for use in a different setting. "Give Me a Rhyme" is designed to be used in small group; "Name Change Rhyme" is designed to be used during transitions; and "Nursery Rhyme Time" is designed to be used in either large or small groups. The materials also provide a balance of direct and indirect instruction using hands-on materials; they gradually allow students to develop independent working skills. In the "Can You Move It Through the Air" lesson, the teacher asks students to predict what will happen and where else they might have seen it happen. The class tests their hypothesis by blowing through straws to see if they can move various objects using just air. After the whole group lesson, students explore the topic of moving things with air in the "Science" center.

Spanish Evidence 10.2

Evidence includes but is not limited to:

The materials use teaching strategies to meet children's different learning needs and engage students in the mastery of the content. The material support children in extending their capabilities. In the lesson "Caminata por la naturaleza," the students engage in content mastery using hands-on activities. During a nature walk, the students use the five senses as a strategy to experience nature. Students identify items in nature and make illustrations. One of the teacher tips includes partner work as a teaching strategy. Students work with partners as they use their five senses to describe what they experienced during their nature walk. Students also engage in the lesson "El baile de la recta numerica" during a math activity. The teacher introduces the lesson, explains, and models how to count using the number line. The teacher uses number cards to call out numbers using rhythm by counting 1, 2, 3, cha, cha, cha. The students incorporate body movement and singing to practice and develop their counting skills. Using this strategy helps different learners master counting skills. During the language and communication lesson, "Participar con titeres," students engage in indirect learning through play. The teacher invites children to learn by playing with different puppets (finger, hand, stick, sock). The teacher models a conversation using the puppets and changing her voice. The children engage in having

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conversations and changing voices with each other. The materials provide some evidence of how the materials include instructional approaches.

Materials provide evidence of activities to support the developmentally appropriate multimodal instructional strategies. During the science lesson “Usar una balanza,” the students use a balance to compare items’ weights. The lesson provides opportunities for students to use appropriate multimodal strategies by using concrete, hands-on materials and taking turns making predictions. Another use of multimodal strategy is found in the lesson “¿Qué es un insecto? Partes del cuerpo.” The teacher starts the lesson by activating the student’s prior knowledge and writing it in a graphic organizer. Resources guide students in using movement and singing to review how animals move and their different body parts. The materials incorporate multimodal strategies throughout the year to support student development and content mastery.

The materials include daily activities for flexible group instruction. Flexible group activities build a sense of community, set the stage for the introduction of themes, and provide instruction to new concepts. The materials provide large group activities that include read-alouds, whole group greetings, music, and movement. Small group instruction is evident throughout the resources and provides flexible grouping to support students based on individual skill level. The teacher addresses students’ needs during flexible groupings. For example, in the lesson “Escritura multisensorial del nombre,” the teacher works with flexible grouping to address students’ needs. The advanced group practices outside writing their names with water using chalk and water. The on-level group uses shaving cream to practice the strokes. The low group works with the teacher to practice the strokes and get more individualized instruction. These provide some examples of how the materials incorporate flexible grouping and setting to support student development.

Materials support multiple types of practices and provide guidance and structures to achieve effective implementation. Included are recommendations for collaborative work, guided practice, and independent practice, as well as opportunities for students to explore and extend learning through projects. In the lesson “Rutina de presentación de las letras,” students practice the name, sound, and formation of a given letter of the alphabet. The materials guide the teacher to introduce the lesson in whole group instruction and provide a routine. The routine includes letter name, letter sound, and letter formation. Students “sky write” the letter while saying aloud the strokes. Materials provide a script for each letter for the teacher to use as she teaches the letter strokes. For guided practice, the teacher observes the students’ answers and provides feedback. Students continue with individual practice by tracing the letter on paper. During a phonemic lesson, “Eres mi padre,” the materials support guided and independent practice. The teacher introduces the lesson and the game “Are you my father?” The teacher guides the practice by pairing capital and lowercase letters. They practice together, and the teacher encourages the students to find the “kids and parents” by themselves. The lesson

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follows the gradual release model. It moves from teacher-model to child-led independent practice. The activity gets placed in a center to continue the independent practice.

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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).

10.3 Materials & Score	10.3 Rationale
10.3 English IM Meets 2/2	The materials provide general scaffolds for English Learners (ELs) and accommodations or linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency. Materials encourage targeted, 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).
10.3 Spanish IM Does Not Meet 0/2	The materials lack support for English Learners (ELs). The materials do not provide accommodations for varying levels of English proficiency. The materials do not use the students’ primary language to target second language development.

English Evidence 10.3

Evidence includes but is not limited to:

The materials include general supports for ELs to work towards grade-level learning expectations. Though the materials cover generic strategies that can be used with ELs, they do not provide guidance or recommendations for using specific strategies to target the different levels of English language proficiency. The materials provide teacher training on how to support students’ language development and include the use of the first language as a strategy to develop linguistic, affective, cognitive, and academic skills in English.

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In Week 3, “Teacher Tips” for the “Letter Introduction Routine” lesson suggest giving ELs extra support in small groups or one-on-one when learning sounds that may not be part of their first language. The materials recommend that if a sound is shared in both English and the child’s first language, the teacher should ask the child to share words in either language that begin with the target sound. The materials provide a script to introduce letters and letter sounds for the teacher to follow. The teacher begins the lesson with a letter chant and then points to both the uppercase and lowercase letter and says the letter name. The teacher then cups her ear to provide a visual cue for “listen” and produces the letter sound. Students respond by repeating after the teacher. The teacher uses the letter sound in a word that is represented by a picture, and the students repeat the sound and word. For students who struggle with the lesson, there is a downward scaffold of a verbal prompt: “Listen carefully as I say the sound for the letter.” If the student continues to struggle to make the sound, there is another downward scaffold: The teacher describes the position of the lips, teeth, and tongue when correctly saying the word. The materials provide scaffolds and teacher guidance on how to use the students’ primary language to develop English. Specific guidance is offered in the context of themes. In the “Science” activities for “Animals All Around” topic 1, teachers are advised to scaffold children learning English as they apply knowledge of animal names in the home language to animal names in English using cognates. Examples of Spanish animal cognates are included as suggestions. As part of this same set of activities, teachers build vocabulary of animals’ body parts by showing pictures and naming those parts (e.g., “This is a beak. Repeat after me: beak. Birds have beaks.”). Additionally, in the Week 6 “Scope & Sequence,” the “Alphabet Knowledge” lessons offer support for children learning English by pairing new vocabulary with cognates or words from the home language with the same meanings. Later, “Language & Communication” lessons in week 10 advise teachers to “Welcome responses in children’s home languages and use home languages to scaffold English language development.” Similarly, in week 17, guidance is given for supporting children learning English by making connections to the home language with Language & Communication lessons.

A small group activity that provides scaffolds along with resources and support materials that make scaffolding intentional can be found in the Week 5 lesson “Where Is the Bear?” In this lesson, students move a bear to a specified position relative to another object. The materials suggest including corresponding positional cards as a visual representation of the following vocabulary words: *inside*, *on*, *under*, *behind*, *beside*, and *in front*. The teacher explains and models the positional words by using the positional picture cards to position the bear relative to the box. During guided practice, the teacher calls out the position from the positional cards without showing the picture on the card. If a student needs support, the teacher provides a downward scaffold by showing the picture on the positional card. If the student needs more support, the teacher gives the student a choice between two places that may represent the position word.

The “Teacher’s Manual” provides research-based information on scaffolding, which assists the teacher in providing support to EL students. Many activities provide scaffolding techniques and

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Teacher Tips that can be utilized for EL students as well as all students at varying learning levels. In Week 6, the lesson “Tricky Sound” provides multiple levels of scaffolding for teachers to choose from. The activity requires students to recognize the beginning sounds of words while playing a game. Scaffolding techniques include giving students who need the most support the choice between only two letters to help them distinguish the sound. This strategy creates a lesson that is inclusive for all learners; it encourages further learning for advanced students while providing additional support for learners who need it. The provided scaffolding techniques help the teacher create a natural and intentional flow in the lesson. The Tricky Sounds activity is utilized in a small group setting and focuses primarily on language development.

Various linguistic accommodations are included to support ELs. For example, lessons frequently include pictures, as in the “Same Sound” lesson used in Week 9. In this lesson, the teacher shows a picture and says the word represented in the picture, emphasizing the first sound of the word. When showing a picture of a man, the teacher says, “/m/ man.” The goal is to help the children identify the first sound. Materials provide a downward scaffold for students who are unable to identify the first sound: The teacher asks the student to say the word slowly, together with the teacher, and provides the beginning sound. The materials do not encourage the strategic use of students’ first language as a means to develop linguistic, affective, cognitive, and academic skills in English.

In Week 18, teachers utilize the activity “Repetitive Text Read Aloud: We’re Going on a Bear Hunt.” The teacher can use this activity with other repetitive texts as well, depending on the theme. The teacher uses scaffolding techniques if students are unable to read the words, saying, “Let’s sound it out.” Such scaffolding techniques allow for support at varying levels. In addition, interactive read-aloud is a playful and engaging activity.

Many activities provide scaffolding techniques to be utilized for all students, including EL students. For example, in Week 26, in the “I Spy Environmental Print” activity, students must find letters on an environmental print card. For a struggling student, the teacher can say, “The letter P has a straight line with a curved line at the top. Can you make the letter P on the table for me?”

Materials include a variety of effective strategies to support children at different English language proficiency levels. Strategies follow a gradual release model, which starts with teacher modeling, then moves to guided practice, and finally becomes independent practice in learning centers. Many lessons are also repeated throughout the year. For example, the lesson “I Spy Environmental Print” is used in Week 26; if additional practice is needed, it appears as an additional lesson in Week 29. In this lesson, the teacher models how to “spy” letters in the environmental print. After modeling, the teacher encourages children to identify letters in environmental print. After students practice in small groups, the activity is moved to a learning center, where students can use it in playful interactions.

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Spanish Evidence 10.3

Evidence includes but is not limited to:

The materials provide guidance for teacher to create a safe environment: "Schools that effectively teach English learners acknowledge and celebrate children's cultures, respect for cultural diversity, and communicating that these are assets for learning (Stepanek, Raphael, Autio, Duessen, & Thomps, 2010; August, Shanahan, & Escamilla, 2009). A safe environment for practicing English is also one in which teachers provide encouragement and affirmation for children's growing proficiency." However the materials lack addressing the different student English proficiency levels nor the linguistic accommodations to support the language development. Lessons include materials taught in English or Spanish but lack accommodations or modifications for ELs.

Materials do not encourage the use of students' primary language as a means to develop linguistic, affective, cognitive, and academic skills in the target language. The "Scope and Sequence" and the "Theme Guide" do not include resources that teachers can access for more information about using children's first language. Vocabulary lessons are only done in one language with no evidence of linguistic accommodations. Though the lessons provide academic downward and upward scaffolding, there are no linguistic accommodations or supports for English language learners.

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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.

11.1 Materials & Score	11.1 Rationale
11.1 English IM Meets 2/2	The materials include a cohesive, year-long plan to build students’ concept development and consider how to vertically align instruction that builds year to year. The materials also provide review and practice of knowledge and skills in all domains throughout the span of the curriculum.
11.1 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the transadapted Spanish materials.

English Evidence 11.1

Evidence includes but is not limited to:

The materials include comprehensive coverage of all skill domains, spanning throughout the school year. Materials contain 35 weeks of instruction and 10 themes. The “Scope and Sequence” and “Theme Guides” work together in scripted lessons that follow the “gradual release of responsibility” approach to support student learning and independence. The lessons activate prior knowledge and, as stated in the “Teacher’s Manual,” the themes provide meaningful hands-on experiences for students that connect the themes to skills covered across multiple domains. The themes cover multiple weeks and have a cohesive focus that builds upon itself. For example, the theme “All Around My Community” connects to the kindergarten social studies TEKS and builds background knowledge through well-crafted experiences. Week 1 covers “Places in My Community”; students connect with their experiences in their community. In Week 2, “People and Jobs in My Community,” students connect with the people in their community and learn about jobs that help their community. Week 3 is “Getting Around in My Community,” where students learn about maps and how people move around in their community. In Week 4, “Construction in My Community,” students learn about building their

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community and how communities grow. The lessons are all vertically connected to kindergarten TEKS; the Scope and Sequence identifies the aligned TEKS in some lessons.

The materials include repeated opportunities for students to practice knowledge and skills throughout the school day. Materials follow developmental progressions that vertically align to content across grade levels. For example, the Teacher’s Manual provides teachers with guidance on how the “Science” strands are embedded in cross-curricular themes. Applying the Science strands within the themes allows for learning through extended hands-on opportunities, read-alouds, writing, and learning centers. Centers provide focused and intentional opportunities for review and practice of skills. For example, in Week 7, “All Around My Community,” all centers embed social studies. The “Pretend and Learn” center becomes businesses in the community, such as the post office and the grocery store. In the “Writing” center, students write about places in their community. In the “Creativity” center, students create a map of their community. In the “Math” center, students sort images of houses and buildings and count the number of houses they see on a map. The materials also include opportunities to review and practice skills throughout the learning day. For example, teachers and students use math to count snacks as they are handed out and notice numbers around the classroom and school.

More structured examples can be found in the progression of phonological awareness skills across the year. The Teacher’s Manual outlines the phonological awareness progression found in the curriculum and highlights how instruction moves from larger to smaller units of sound. At the beginning of the year, phonological awareness instruction starts with sentence segmentation and moves to compound words. As the year progresses, instruction moves to syllables, then alliteration, then rhyme, then onset-rime, then phonemes. While the lessons progress in the scope and sequence, they do cycle and allow for review. Additionally, the format allows for flexibility in instruction based on student needs.

The instructional materials include repeated opportunities for reviewing and practicing knowledge and skills in all domains. For example, in Week 14, “The Sky Above Me,” the materials recommend introducing vocabulary and extending the theme using rhymes or chants from a provided list; materials thus address the content areas of “Language/Communication” and “Science.” In Week 19, students participate in an activity called “Bar Graph”: The class creates a chart and a graph after reading the informational text *Every Pet Is Special* by Martin Mayer. The teacher has the option to read a narrative text, *What Pet Should I Get?* by Dr. Seuss, for this activity. The students are able to identify and use a graphic organizer to support comprehension of the text read aloud; they vote on which pet they would like at home and place data into a chart. The teacher shows the class how to convert the information from the chart into a bar graph.

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Spanish Evidence 11.1

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

11.2 Materials & Score	11.2 Rationale
11.2 English IM Meets 2/2	The 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. The materials also include supports to help teachers implement the materials as intended. They include resources and guidance to help administrators support teachers in implementing the materials as intended. The materials include a school year’s worth of prekindergarten instruction, including realistic pacing guidance and routines.
11.2 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the transadapted Spanish materials.

English Evidence 11.2

Evidence includes but is not limited to:

The materials include implementation support for teachers and administrators. A 35-week “Scope and Sequence” covers a school year. The Texas Prekindergarten Guidelines are referenced in each section of the weekly Scope and Sequence and in each lesson being used; however, there is no chart that delineates when or how the Texas Prekindergarten Guidelines

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are being used in the Scope and Sequence, making it difficult for teachers to know if they are introducing a new standard or spiraling a standard that has already been introduced.

The “Start-Up Guide” provides the teacher with an overview of the curriculum features as well as an explanation of the curriculum components, Scope and Sequence, “Theme Guides,” and “Supplemental Resources.” The guide also informs the teacher that the materials are available in both print and digital formats and that the lessons include guidance for the teacher regarding the cycle of modeling, guided practice, and independent practice. There is also access to video demonstrations of the lessons, “Teacher Tips” for extensions and change, and scaffolding suggestions to meet the needs of all learners. The Scope and Sequence presents lesson names in a specific colored font; they are provided in a weekly sequence that facilitates the progression of skills across the school year. The Start-Up Guide provides additional clarity on how the lessons are organized in categories with other skill domains integrated. It also explains that the use of the Theme Guide with the Scope and Sequence provides for a comprehensive learning experience that includes all the domains, including “Fine Arts,” “Physical Development,” “Social Studies,” and “Technology.” The Theme Guide provides opportunities to enhance the Scope and Sequence. Using both the Scope and Sequence and the Theme Guide will ensure that all skill domains are addressed during instruction.

Another resource, the “Teacher’s Manual,” explains that there are 35 weeks of instruction organized in the following domains: “Book & Print Reading,” “Phonological Awareness,” “Language & Communication,” “Alphabet Knowledge,” “Writing,” “Mathematics,” “Science,” and “Social and Emotional Development.” Most lessons in the Scope and Sequence include Teacher’s Tips that provide recommendations for extensions, changes, and scaffolding that will meet children’s diverse needs. The Teacher’s Manual explains that there are 10 themes that focus on building background information and content-area knowledge. The Teacher’s Manual provides the teacher with an in-depth look at how to facilitate the curriculum. It includes guidance on using the flexibility of the curriculum’s design to select instructional settings. It also specifies which lessons to repeat and the number of times to do so to meet the diverse needs of all learners. There are also supplemental resources, such as picture cards and work mats. These are available to download and print if using the digital format of the curriculum or as a companion resource if using the print version.

A “Welcome: First Steps” online page offers guidance to administrators on getting started with the materials. It begins with introducing “Getting Started with Texas School Readiness Online,” which is a planning guide for supporting prekindergarten teachers in the classroom. In order to guide administrators in supporting teachers to implement the materials as intended, the guide provides step-by-step instructions along with access to tools to assist with instructional planning, literacy and print centers, the overall design and management of the classroom, and learning centers; these can be found under the “Classroom Environment Checklist” and “Classroom Observation Tool.” The Environmental Checklist provides administrators with an in-depth checklist for what can be expected in a prekindergarten classroom environment. It is to

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be administered three times per year to ensure a rich and robust learning environment for three- and four-year-olds. The Observation Tool provides an in-depth approach to research-based best instructional practices for pre-k teachers. It can also be used three times per year or by section, depending on how the administrator would like to use it. The tool also provides novice, intermediate, and proficient teacher examples to help administrators score their teachers using the provided rubric. Once teachers have been scored, the administrators can then begin the coaching cycle using the online tracking system in “CLI Engage.” CLI Engage also provides training opportunities in the “TX Core Competencies for Practitioners and Administrators Training.” Materials assist in understanding the core competency framework and how it is integrated into the classroom.

Spanish Evidence 11.2

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

11.3 Materials & Score	11.3 Rationale
11.3 English IM Meets 2/2	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 are designed in a way that allows LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.
11.3 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the transadapted Spanish materials.

English Evidence 11.3

Evidence includes but is not limited to:

The materials provide implementation guidance to meet variability in programmatic design and scheduling considerations. The “Scope and Sequence” contains 35 weeks of lessons to follow. The skills covered in each week progress along a developmental continuum that aligns with the Texas Prekindergarten Guidelines. Each week of the Scope and Sequence is connected to a theme and has suggested theme-related activities. The “Suggested Theme Sequence” connects the themes to the Scope and Sequence; put together, the themes and Scope and Sequence make a full instructional plan. For example, in Week 26, the suggested theme for the week is “Get Moving: Moving on Land.” The theme activities for the week are found in the “Theme Guide”; the subject area activities are found in the Scope and Sequence for Week 26. While the two parts are designed to work in harmony, most subject area skills do not have to accompany

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the theme. This allows for flexibility with small group instruction and for children to work on different skills as necessary without impacting the sequence of themed activities.

The materials strategically implement the content while keeping a consistent developmental progression of skills through the Scope and Sequence. The Scope and Sequence provides weekly lessons from which teachers can select based on student needs while continuing skill development and progression. In the “Start-Up Guide,” the teacher can select from “Target Lessons” that are to be used several times during the introductory week for the development of skills. “Step It Up” lessons are optional lessons that challenge students and further develop target skills. “Additional Lessons” are previously taught Target Lessons for students needing additional review and practice of the previous week’s skills. Teachers can also offer these lessons as whole group or small group activities and use the Theme Guides to further develop and support the Scope and Sequence skills.

The “Teacher’s Manual” provides strategic guidance on implementation, ensuring that the sequence of content that is taught is consistent with the developmental progression of skills for each “Skill Domain Area.” For example, the Skill Domain Area of “Alphabet” provides guidance on how “Alphabet Knowledge” should be taught (setting up a letter wall, facilitating alphabet activities and games, and targeted letter instruction). The Teacher’s Manual also provides a strategic plan that introduces two to three letters per week and then spirals the instruction to provide repeated exposure to the letters. The sequence of letter introduction can be found in the Teacher’s Manual.

The materials are written as a full-day program and encourage teachers to use the flexible planning options to create their half-day program plans. The Teacher’s Manual includes a sample daily schedule and template for the full-day program. The weekly themes include multiple suggestions for center activities as well as many read-aloud book suggestions. The “Start-Up Guide” explains that many of the lessons in the Scope and Sequence and Theme Guide provide “Teacher Tips.” These tips provide recommendations to adjust instruction to differentiate learning that meets the needs of three-year-olds, four-year-olds, and those who need more support. The Start-Up Guide also explains that the curriculum provides flexibility that allows teachers to plan lessons for the week by adding or removing activities or lessons based on the needs of the learners. For example, if the class consists of three-year-olds, or if the program is a half-day program, the teacher can include fewer components in their lesson plan. The Start-Up Guide also provides explicit six-step guidance for teachers to plan lessons.

Spanish Evidence 11.3

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

11.4 Materials & Score	11.4 Rationale
11.4 English IM Meets 2/2	The materials support the development of strong relationships between teachers and families. They specify activities for use at home to support students’ learning and development.
11.4 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the transadapted Spanish materials.

English Evidence 11.4

Evidence includes but is not limited to:

The “Teacher’s Manual,” in the “Family Engagement” section, explains the importance of the family’s role in their child’s education. The section explains that each “Scope and Sequence” provides two family activities to support the lesson learned in the classroom. The activities are created with the parent and child relationship in mind and target prekindergarten learning goals. For example, in Week 19, in the Family Engagement “Pick Up and Count” game, children practice counting to 10 while working on fine motor skills: They pick up items with a pair of kitchen tongs and count along with an adult. During Week 25, the Scope and Sequence includes two activities to share with families. One activity relates to the phonemic awareness activities used in school and is called “Buried Letters.” This activity can be printed and sent home to share with parents. Otherwise, parents can access it electronically, which provides additional letter-sound practice. If the parents access it electronically, there is also a video with a parent doing the activity with her own child.

The digital “Family Engagement Toolkit” contains resources, “Teacher’s Checklists,” and an administrator guide regarding engaging families. It includes the PDF “Tips For Building Relationships with Families.” The Teacher’s Checklist is a strategy checklist that guides teachers on partnering with families, encouraging play-based learning and interactions at home,

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promoting conversations with families to individualize student support, and hosting family events to support children’s development.

The Teacher’s Manual explains that, in addition to the Scope and Sequence family activities, there are more family activities on the curriculum website. All Family Engagement information is available in both English in Spanish. An example of a Family Engagement opportunity is found in Week 8: The “Count and Match” activity contains explicit instructions, the materials needed, and tips. A “Let’s Play” section provides the parent(s) instructions on how to facilitate the activity. The “Tips” section provides strategies such as scaffolding down by using only one dot card; or, if their child is familiar with the activity, to increase the number of dot cards. It also provides strategies such as substituting actual items in place of a dot card if it is difficult to engage the child in the activity.

The “Progress Monitoring System” provides a printable report for parents as well as a login option for parents to access reports. The parent reports, available in both English and Spanish, also include recommendations for activities to do at home to support the child’s growth. For example, if a child needs additional support in rapid vocabulary naming, the parent report will include suggestions for additional vocabulary practice from home. One suggestion might be an activity called “Farmer Round Says,” which encourages families to use toy animals to practice making animal sounds. The activity also suggests using a book with animal pictures as an alternative.

Spanish Evidence 11.4

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

11.5 Materials & Score	11.5 Rationale
11.5 English IM Meets 2/2	The 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.
11.5 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the transadapted Spanish materials.

English Evidence 11.5

Evidence includes but is not limited to:

The curriculum is available both in print and digitally and is easy for teachers to use. The “Start-Up Guide” explains that the “Scope and Sequence” is organized in eight color-coded categories; the lesson names are always indicated in a specific font color in both curriculum platforms. The “Theme Guide” uses the same color-coded system. Each lesson is divided into three categories: “Target Lessons,” “Step It Up,” and “Additional Lessons.” Each week’s Scope and Sequence page opens to 10 color-coded tabs labeled with the areas “Book & Print Reading,” “Phonological Awareness,” “Language & Communication,” “Alphabet Knowledge,” “Writing,” “Mathematics,” “Science,” “Social and Emotional Development,” “Review,” “Repeat & Adapt,” and “Family Engagement.” These are in the same order and the same color for each week of the Scope and Sequence. Choosing a content area opens an overview of that week’s lesson for that area. The lesson titles are presented in pink font. Icons allow teachers to quickly identify English video demonstrations, Spanish video demonstrations, “Small Group,” notes or tips, “Theme Guide,” and “Songs/Rhymes.” Songs and rhymes are available in the *Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants* by Jackie Silberg and Pam Schiller. This book is included with the purchase of the theme library.

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The digital lessons are presented in a neutral color and use a consistent font that helps guide the eyes to certain areas of the screen. A larger font is used for section titles. The “Teacher’s Tips” are in a grey box and provide a bulleted list of strategies. To the right of the page, a grey-colored column shows the activity grade levels, learning areas, “Head Start Early Learning Outcomes,” Texas Prekindergarten Guidelines, and kindergarten TEKS alignments. This format is consistent with each week’s Scope and Sequence lessons. Some digital lessons include a link to access printable materials such as pictures or work mats.

Materials include authentic pictures in color that are easily identifiable by children and supportive of child learning. For example, in Week 3, the lesson “Pictures Need a Thousand Words” provides a PDF link to picture cards with actual photos of various scenes (e.g., beach, carnival, soccer game, thunderstorm, playground, and party). The pictures are colorful and depict real-life scenes, including environments, weather, actions, and people. The picture cards are also labeled with the scene. Students label, describe, explain, and make connections to the pictures. Materials contain clear graphics to support learning. The printable materials in Week 7 include a chart for students to use during an experiment. The chart includes pictures of a scale that students will use; the picture labels the two sides of the scale (e.g., “LEFT” and “RIGHT”) with arrows. In Week 19, materials include three letter-sized work mats and nine half-sized picture cards of different habitats; labels are placed around the border of the pictures so children can easily identify and learn about the habitats. In Week 4, materials suggest using big books with large print in order to focus on specific parts of the book.

The materials appear to adhere to the “User Interface Design” guidelines regarding visibility of system status, flexibility and efficiency of use, and aesthetic and minimalist design. The pictures and graphics also appear to adhere to the User Interface Design Guidelines, with regard to recognition rather than recall, flexibility and efficiency of use, and aesthetic and minimalist design.

Spanish Evidence 11.5

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

12.1 Materials & Score	12.1 Rationale
12.1 English IM N/A	Spanish Only
12.1 Spanish IM Not Scored	Materials provide guidance specific to a bilingual program model. Materials do not include guidance or recommendations on applying them within a particular bilingual program model. Materials do not cite current, relevant research on Spanish literacy development and second language development and acquisition.

Spanish Evidence 12.1

Evidence Includes but is not limited to:

The materials provide teacher guidance through the “Guidance for English Development with Spanish Curriculum” in regards to use of the curriculum in approved bilingual program models. The materials state that, "the parallel design of the Spanish and English curricula allows teachers to easily incorporate English content to support the different program models of schools and districts." However, the materials do not address how to implement their program in either an approved Transitional Bilingual Program or a Dual Language Program. The materials lack teacher support for implementation within the previously stated programs.

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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).

12.2 Materials & Score	12.2 Rationale
12.2 English IM N/A	Spanish Only
12.2 Spanish IM Not Scored	Materials provide teacher guidance on when to make cross-linguistic connections. Materials do not allow for equitable instruction in both languages regarding the quality and quantity of materials. Materials provide no support for teachers and students on skills that transfer.

Spanish Evidence 12.2

Evidence includes but is not limited to:

The materials provide teacher guidance through the “Guidance for English Development with Spanish Curriculum”, on when to make cross-linguistic connections. The materials state to “discuss thematic content in both languages to make cross-linguistic connections.” Spanish curriculum lessons can be viewed on CLIEngage.org by clicking the teal “View Activity in English” in the right corner as shown in the guide. The materials include explicit instruction for cross-linguistic connections through the use of “Teacher Tips” throughout the thematic units. For example, in the “¡Estamos en movimiento!” theme, teachers are guided to, “Según sea apropiado, incluya cognados español- inglés relacionados con el transporte aéreo (p. ej., aire/air, helicóptero/helicopter), o empareje vocabulario de enfoque en español con la palabra correspondiente en inglés.” The teacher is to include movement and sound to represent the cognate pairs to reinforce language development.

The materials do not include detailed and explicit guidance for teachers to support second language acquisition or provide guidance on making connections between the languages.

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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.

12.3 Materials & Score	12.3 Rationale
12.3 English IM N/A	Spanish Only
12.3 Spanish IM Not Scored	Both teacher and students’ materials are not presented in authentic and academic Spanish. Materials do not support the development of sociocultural competence. Materials do not represent the Spanish language and Hispanic culture’s cultural and linguistic diversity.

Spanish Evidence 12.3

Evidence Includes but is not limited to:

The materials include some transadaptations and translations. The materials lack supports for the development of sociocultural competence throughout the curriculum. In addition, materials do not list specific practices for promoting and developing sociocultural competence. The materials lack representations of various Spanish language dialects and do not include various Hispanic culture representations.

The materials include few authentic Spanish texts written by Hispanic authors. For instance, in the Week 19 “Act Out Nursery Rhyme” lesson, the teacher introduces “Pin Pon,” a traditional Spanish nursery rhyme. The teacher uses props and body movements when reading this authentic Spanish rhyme. The students recite the nursery rhyme, adding movement to the action words. Samples of some transadaptations and translations books include *Sr. Minino* by David Wiesner; *Buenas noches, Gorila* by Peggy Rathmann; and *Faltan 10 minutos para dormir* by Peggy Rathmann.