

**Proclamation 2021
State Review Panel Comments**

Benchmark Education Company LLC						
Prekindergarten, English <i>Ready to Advance Early Learning Program Texas</i> (ISBN 9781078641463)						
Ready to Advance Early Learning Program Texas						
User Name: texasreview Password: benchmark2020						
Identified By	Item Type	Component ISBN	Page Number	Specific Location	Comment	Publisher Response
State Review Panel	Teacher	9781078630269 9781078638647	U2_W1_D3: pp. 20-21	p. 21, Oral Language: Express Likes and Dislikes, bullets 3-4	Focus on Feelings.	No publisher response
Children's Learning Institute at The University of Texas Health Science Center at Houston						
Prekindergarten Systems, English <i>CIRCLE Pre-K Curriculum</i> (ISBN 9781952259005)						
CIRCLE Pre-K Curriculum						
Identified By	Item Type	Component ISBN	Page Number	Specific Location	Comment	Publisher Response
State Review Panel	Teacher	9781952259029	N/A	Topic 1 My Home and Family Learning Centers (click blue tab) Construction center section bullet 1, star icon	SRP comment: "vague coverage of standard: may add teacher note for students to respond in sentences with 4 or more words."	Additional text: Join children in the center to support and encourage language. Model using complex sentences with four or more words. Ask questions and offer sentence stems to help children use complete, complex sentences.
State Review Panel	Teacher	9781952259029	N/A	Topic 1 My Home and Family Learning Centers (click blue tab) Construction center section bullet 3, star icon	SRP comment: "vague coverage of the standard: maybe add stems for students to make complex sentences"	Additional text: Prompt children to tell about their drawings. Ask questions and offer sentence stems to help children give detailed descriptions using complete sentences.
State Review Panel	Teacher	9781952259029	N/A	Pictures Need a Thousand Words: GUIDED PRACTICE, first set of bullets, bullet 2, 3, 4, 9	SRP comment: "vaguely covered, need to include a focus on pointing out people and describing them with more direction/examples for teacher"	Added additional prompts to elicit a wider variety of words Bullet 2: "What is that called?" (label) Bullet 3: "Who goes to a _____?" (label) Bullet 4: "What clothes do you wear to a _____?" (label) Bullet 9: "What do people do at a _____?" (describe)
State Review Panel	Teacher	9781952259029	N/A	Grid It Game lesson INTRODUCE	SRP comment: Suggestion from reviewers to add more opportunities for children to count up to 10 items	Text added: "Let's count to see how many spaces there are: 1, 2, 3... 10. There are 10 spaces!"
State Review Panel	Teacher	9781952259029	N/A	Grid It Game lesson GUIDED PRACTICE, last paragraph	SRP comment: Suggestion from reviewers to add more opportunities for children to count up to 10 items	Text added: Have the child count the total number of counters on their grid.
State Review Panel	Teacher	9781952259029	N/A	Our Flags lesson TEACHER TIPS, first bullet	SRP comment: Suggestion from reviewer to add a note about extending this lesson over a few days to spend more time on these outcomes	Text added: To give children more opportunities to build their knowledge about the flags, you might spend one day on the US flag, one day on the Texas flag, and a third day comparing the two flags.

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Prekindergarten Systems, Spanish CIRCLE Pre-K Curriculum: Spanish Edition (ISBN 9781952259012)						
CIRCLE Pre-K Curriculum: Spanish Edition						
Identified By	Item Type	Component ISBN	Page Number	Specific Location	Comment	Publisher Response
State Review Panel	Teacher	9781952259036	N/A	Subtema 1 - Mi hogar y mi familia (click) Centros de aprendizaje tab (click) Construcción bullet 1, star icon	SRP comment for English citation: "vague coverage of standard: may add teacher note for students to respond in sentences with 4 or more words."	Additional text: Acompañe a los niños en el centro para dar apoyo e incentivar el lenguaje. Modele usando oraciones complejas con cuatro o más palabras. Haga preguntas y ofrezca comienzos de oraciones para ayudar a los niños a usar oraciones complejas completas.
State Review Panel	Teacher	9781952259036	N/A	Topic 1 My Home and Family Learning Centers (click blue tab) Construction center section bullet 3, star icon	SRP comment for English citation: "vague coverage of the standard: maybe add stems for students to make complex sentences"	Additional text: Anime a los niños a hablar sobre sus dibujos. Haga preguntas y ofrezca comienzos de oraciones para ayudar a los niños a hacer descripciones detalladas usando oraciones completas.
State Review Panel	Teacher	9781952259036	N/A	Pictures Need a Thousand Words: GUIDED PRACTICE, first set of bullets, bullet 2, 3, 4, 9	SRP comment: "vaguely covered, need to include a focus on pointing out people and describing them with more direction/examples for teacher"	Added additional prompts to elicit a wider variety of words Bullet 2: "¿Cómo se llama eso?". (etiquetar) Bullet 3: "¿Quién va a (el/la) _____?". (etiquetar) Bullet 4: "¿Qué ropa te pones para ir a _____?". (etiquetar) Bullet 9: "¿Qué hace la gente en (el/la) _____?". (describir)
State Review Panel	Teacher	9781952259036	N/A	Juego de contar en la cuadrícula lesson PRESENTE	SRP comment: Suggestion from reviewers to add more opportunities for children to count up to 10 items	Additional text: Vamos a contar los espacios para ver cuántos hay: 1, 2, 3... 10. ¡Hay 10 espacios!".
State Review Panel	Teacher	9781952259036	N/A	Juego de contar en la cuadrícula lesson GUÍE LA PRÁCTICA, last paragraph	SRP comment: Suggestion from reviewers to add more opportunities for children to count up to 10 items	Additional text: Pida al niño que cuente el número total de fichas en su cuadrícula.
State Review Panel	Teacher	9781952259036	N/A	Nuestras banderas lesson RECOMENDACIONES PARA EL MAESTRO, first bullet	SRP comment: Suggestion from reviewer to add a note about extending this lesson over a few days to spend more time on these outcomes	Additional text: Para brindar a los niños más oportunidades de desarrollar su conocimiento sobre las banderas, podría dedicar un día a la bandera de los Estados Unidos, un día a la bandera de Texas y un tercer día comparando las dos banderas.

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Kaplan Early Learning Company						
Prekindergarten, English <i>Connect4Learning: The Pre-K Curriculum, Revised</i> (ISBN 9780876598986)						
Connect4Learning: The Pre-K Curriculum						
User Name: proclamation2021@c4l.com Password: 12C4L3						
Identified By	Item Type	Component ISBN	Page Number	Specific Location	Comment	Publisher Response
State Review Panel	Teacher	9780876598900	56	N/A	Confusing and looks like deleting word parts	No publisher response
Prekindergarten, Spanish <i>Connect4Learning: La Currícula de Preescolar</i> (ISBN 9780876598993)						
Connect4Learning: The Pre-K Curriculum, (Spanish)						
User Name: proclamation2021@c4l.com Password: 12C4L3						
Identified By	Item Type	Component ISBN	Page Number	Specific Location	Comment	Publisher Response
State Review Panel	Teacher	9780876598603	161	N/A	We feel that rhyming words should be in Spanish	No publisher response
Learning Without Tears						
Prekindergarten, Spanish <i>Programa Completo de Prekinder Get Set for School</i> (ISBN 9781950578696)						
Teacher ToolKit			Student-Facing Apps			
User Name: TXESC1@lwtears.com (through ESC5) Password: password1			Educator PIN: TXESC1 through TXESC5 Select: Student 1 Secret Code: AA			
Identified By	Item Type	Component ISBN	Page Number	Specific Location	Comment	Publisher Response
State Review Panel	Teacher	9781950578429	37	N/A	Please add a note for teacher to explicitly teach. Suggestion from the guidelines says to use "mio"	No publisher response
State Review Panel	Teacher	9781950578429	201	N/A	accepted because teacher talk uses past tense, need to add explicit instruction on past tense usage.	No publisher response
State Review Panel	Teacher	9781950578429	291	N/A	As an introduction to the lesson, go outside and see if you can observe what trees do in the wind.	No publisher response

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QuaverEd						
Prekindergarten, English <i>Quaver Pre-K Curriculum</i> (ISBN 9781642850918)						
Quaver Pre-K Curriculum						
User Name: QuaverPreKTEA Password: QuaverPreK						
Identified By	Item Type	Component ISBN	Page Number	Specific Location	Comment	Publisher Response
State Review Panel	N/A	N/A	N/A	Overall	Overall: The repeated use of "Lots" throughout the directions and it also included some incomplete sentences with the use of "Lots" when referencing materials in creative stations.	No publisher response
State Review Panel	N/A	N/A	N/A	Overall	Overall this was a well organized curriculum. I appreciate that it was laid out vertically and well ordered. Drop down areas allow the teacher to easily access the areas they need. Details for introducing centers is great for new teachers and gives experienced teachers areas to reference. The use of centers and dramatic play to connect the units was also evident throughout.	No publisher response
Robert-Leslie Publishing, The Early Childhood Company®						
Prekindergarten, Spanish <i>The InvestiGator Club Spanish Prekindergarten Learning System</i> (ISBN 9781599274102)						
The InvestiGator Club Spanish Prekindergarten Learning System						
Identified By	Item Type	Component ISBN	Page Number	Specific Location	Comment	Publisher Response
State Review Panel	Teacher	9781599275321	UC59	N/A	Include oral language off to work	English chants are not translated to Spanish.
State Review Panel	Teacher	9781599275321	UC59	N/A	Include Off to Work chant	English chants are not translated to Spanish.
State Review Panel	Teacher	N/A	N/A	N/A	Please insert SG for teachers to refer to as well	Teachers are not referred to SG in the English Teacher Guides.
State Review Panel	Teacher	N/A	N/A	N/A	Please insert SG for teachers to refer to as well	Teachers are not referred to SG in the English Teacher Guides.

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Scholastic Inc.						
Prekindergarten, English <i>PreK On My Way</i> (ISBN 9781338689105)						
Main Site		Little eReaders		Teacher Hub		
User Name: N/A Password: teXas2020		User Name: txreviewboard Password: Scholastic1		User Name: txreviewboard@Scholastic.com Password: Scholastic1		
Identified By	Item Type	Component ISBN	Page Number	Specific Location	Comment	Publisher Response
State Review Panel	Student	9781338650914	N/A	Theme 3>Week 1 > Day 2 >Math >Large Group Card > Story Time > Close Read - student answers to questions	read aloud prompt pages do not coincide with page numbers in gray bar above reader	In the virtual review that was quickly created for the current special circumstances, the books are shown on a temporary platform which displays default pages numbers that do not match the ones we use in the actual program. Pages numbers in the actual books match the page numbers referenced in the instruction.
State Review Panel	Student	9781338611366	N/A	Theme 8> Week 3> Math> Read Aloud: I Want to Grow	making a "yes" and "No" graphs	We do use a lot of graphs in the program. We're glad you noticed! This particular lesson also gives children an opportunity to compare their height from earlier in the year (with chart made in Theme 3, Week 3) to their height now (Theme 8, Week 3).
State Review Panel	Student	9780439375528	N/A	Theme 6 > Week 1 > Math > Read Aloud: Goldilocks and the Three Bears	Perhaps allow children to observe actual items (physical science) from the story (bowls, spoons,...) before reading the story. Science is hands on and minds-on.	Yes, this particular read aloud and instruction have a cross-curricular focus on both math and science. Before reading, the teacher helps children observe objects of different sizes (pattern blocks). Great idea to make the observation about objects from the story! We edited the instruction to use small/medium/large chairs instead of pattern blocks, since teachers are likely to have different sized chairs in the classroom.
State Review Panel	Student	9781338643619	N/A	Theme 4 > Week 4 > Day 1 Vocabulary Card: Define, Describe (sort)	The ideas are fine but need to focus on common objects for PK and then move then to other objects. Clearly state how you will scaffold them to discuss.	Yes, this lesson introduces the vocabulary words "feature" and "sort" in relation to the read aloud "Creature Features." Then the related small group activity focuses on hands-on sorting by feature (size, color, etc.). The activity begins by scaffolding learning as children sort common objects for a concrete connection to sorting by feature.
State Review Panel	Student	9781338649079	N/A	Theme 5 > Week 4 > Math > Vocabulary Card Day 5 > Define, Describe (between)	Provide more cards for children to observe position.	This week includes 3 photo vocabulary cards and 8 photo activity cards to help children observe position. To see the photo activity cards, visit this url: https://teacherhub.prekonmyway.digital.scholastic.com/en/themes/5/week/4/day/1/module/math/activity-cards
State Review Panel	Student	9781338619324	N/A	Theme 8>Week 1>Day 5>Literacy>Read Aloud Bog Book>The One Day House	book is mostly about Gigi, the grandmother. WOULD like to see a book about different family members and what they do for the family	Yes, this book, One Day House, and the accompanying instruction are about how a community comes together to help Gigi. For books about different family members, please see: Alma and How She Got Her Name, First Laugh Welcome Baby, Little Elliot Big Family, Five Creatures, Dad's First Day, Ofrenda, Close Your Eyes, What a Cold Needs, The Little Red Fort, Hiking Day, The Greatest Adventure, Rosa's Family, My Family and Me. Many of these texts are featured in the "Me and You" and "Our Community" themes.

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State Review Panel	Student	9780545798914	N/A	Theme 2>Week 1> Language >Read Aloud Book > Preschool Time	pg. 12 has a teacher in the window which may provide opportunity to address teacher role in the school. no other school workers included in the book. Vague coverage of this breakout standard.	An edit was made during the SRP meeting to address this concern. Please see rows 18 and 19 above.
State Review Panel	Student	9781338648652	N/A	Theme 2 > Week 2 > Math > Large Group Card > Day 2 > Story Time > Extended Play (coloring activity using different material)	Allow children to use a variety of sensory materials. EX: After reading the book on shapes. Children explore a variety of objects and create a shape collage.	Yes, the small group activity that follows this read aloud is focused on shapes for this very reason. We always strive for a through-line from the read aloud to small group. You can see this in the Learning Goals identified in the Teaching Guide overview of Large Group to Small Group to Independent Centers routine for each day.
State Review Panel	Student	9781338649215	N/A	Theme 5 > Week 1 > Literacy > Teacher Activity Card > Day 2 > 5.1.2 We're So Happy (drawing activity to express happiness)	Provide a variety of art materials.	Yes, the Teaching Guide recommends that teachers provide various art supplies for this hands-on activity. The Teaching Guide also shows an image of a wide variety of materials for the teacher's reference (or inspiration) for this particular activity.
State Review Panel	Student	9781338637878	N/A	Theme 5> Week 4> Literacy> Big Chart: Five Little Froggies Jumping on the Bed	Mentor Text provides the teacher an opportunity, but the breakout skill is not explicit	"Five Little Froggies Jumping on the Bed" is an adaptation of the familiar nursery rhyme and is used to address both math and safety related to the weekly concept question, "How can we protect ourselves and our bodies?" The Large Group Card includes direct instruction for this text, helping children understand and talk about safety. The lesson also includes a writing option related to safety as well as a hands-on small group activity that includes discussion of personal safety. All of these lesson elements work together to give children opportunities to discuss and explore the weekly concept of personal safety. Other lessons this same week relate to the texts: How Do Dinosaurs Stay Safe?, Penguin's Guide to Playground Safety, and Fire Drill.
State Review Panel	Student	9781338637984	N/A	Theme 7> Week 2> Language> Teacher's Guide, Day 4: Prompts for Purposeful Play, ABC Center	Need to add at least 20 pictures to this center. child is only given the opportunity to respond to 2 beginning sounds.	Thanks for this comment. In addition to the A-Z (upper case and lower case) magnetic letters that are in the ABC Center, teachers may want to place all 52 Alphabet Cards in the ABC Center. We will add this to that week's recommended center materials list. Each Alphabet Card shows an upper case or lower case letter and a photo whose name begins with the sound of that letter (e.g., yarn and yo-yo are shown on the upper case and lower case Y cards). The program provides repeated alphabet instruction across the year. By week 16, children have had experience with all 26 upper case and lower case letters and their sounds.
State Review Panel	Teacher	N/A	N/A	Read Aloud - In General and cross curricular	Upon initial review of the specific location for Narrative, I considered no evidence of breakout skill because the Narrative is simply a read aloud. Then I realized, the teacher is reading the story aloud topic for a Shared Writing task for example. The Shared Writing task says "Do the writing on a computer. Then print out copies fo children to share." This task is viewed as the Activity because it gives the child the opportunity to demonstrate the knowledge or practice the breakout skill.	Yes, every lesson begins with an engaging read aloud that sets the stage for learning the target concepts and skills through hands-on activities. Every read aloud aligns to specific TPGs and specific Mind Builder (Social and Emotional) skills to spark related learning.

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State Review Panel	Teacher	N/A	N/A	Revision	Reason this citation was accepted was because the card broadly says: "Model Begin by stating Once upon a time, there was a and point to the child to your right. You will likely need to keep children from wandering off topic, or help them with ideas to start." which loosely gives the opportunity for a teacher to teach or a student to learn change order in class-made drafts.	Yes, this creative group writing activity gives an opportunity for children and the teacher to talk about what belongs in the beginning, middle, or end of the story they are creating together. They can have fun with this and be as serious or silly as they'd like!
State Review Panel	Teacher	N/A	N/A	Talk About the Alphabet	Be more descriptive for novice teachers otherwise they may not understand that the skill addresses identifying 20 letters.	In the virtual review for the current special circumstances, you do not see the front cover of the Large Group Card. In the actual program, that cover lists the Learning Goals so the teacher will know what the skills focus is. The cover also gives a summary of the read aloud book, target vocabulary, weekly concept question, materials, and daily writing options.
State Review Panel	Teacher	9781338295283	N/A	Theme 8>Week 4> Math> Day 3> Read Aloud: Kindergarten Countdown!	Vague coverage of standard since there are only pictures of teachers & bus driver	An edit was made during the SRP meeting to address this concern. Please see rows 18 and 19 above.
State Review Panel	Teacher	9781338649215	N/A	Theme 5 > Week 1 > Literacy > Teacher Activity Card > Day 2 > 5.1.2 We're So Happy > During > Do the Activity (draw yourselves happy activity)	Provide a variety of art materials.	Yes, this is the same activity as above (row 38). We do recommend teachers use a variety of art materials for this activity and we show a photo of what we mean by this.
State Review Panel	Teacher	9781338646085	N/A	Theme 6 > Week 2 > Literacy > Big Book "Everybunny Dance!"	Be specific with instructions. Skill was targeted during circle time.	Yes, the Large Group Card that goes with this read aloud book includes explicit instructions.
State Review Panel	Teacher	9781338651850	N/A	Theme 6> Week 3> Day 4>Math>Teacher Activity Card> During	better narrative lesson (Breakout B(1)a)	Yes, we agree this works well!
State Review Panel	Teacher	9781338651850	N/A	Theme 6> Week 3> Day 4>Math>Teacher Activity Card>Modifications > Fine Motor Support	better activity (Breakout B(1)a)	Yes, we agree this works well!
State Review Panel	Teacher	9781338649260	N/A	Theme 5>Week 3>Day 1> Language>Teacher Activity Card> What a Cold Needs	better narrative lesson (Breakout C(2)a)	Yes, we agree this works well!
State Review Panel	Teacher	9781338655681	N/A	Theme 7> Week 4> Language> Teacher Activity Card, Day 3, Before: Explain the Activity	love the cognate lesson with this breakout standard!	Great! We do too :) You may enjoy seeing the comprehensive list of Cognates available on the Teacher Hub web site: https://teacherhub.prekonmyway.digital.scholastic.com/en/resources/additional-support

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State Review Panel	Teacher	9781338643404	N/A	Theme 4> Week 1> Math> Vocabulary Card> Day 2> Conversation, Introduce: Define and Describe	would make it better to point out some nonverbal cues people use in conversation	Yes, we have two "conversation" vocabulary cards that are very good for this. We show people in conversation, talk about what that looks like (e.g., facing each other, looking at each other, showing emotion), and then model it with children. https://teacherhub.prekonmyway.digital.scholastic.com/en/themes/4/week/1/day/2/module/math/vocabulary-cards https://teacherhub.prekonmyway.digital.scholastic.com/en/themes/7/week/2/day/2/module/literacy/vocabulary-cards
State Review Panel	Teacher	9781338649178	N/A	Theme 2> Week 4> Language> Student Activity Cards, Day 1	need to add more personal pronouns besides "they"	Yes, children use a lot of personal pronouns especially during our Language small group activities. Please see the Skills area (Language > Vocabulary) on the Teacher Hub web site for more content related to II.E.2 and personal pronouns. For example: https://teacherhub.prekonmyway.digital.scholastic.com/en/themes/1/week/4/day/1/module/language/activity-cards
State Review Panel	N/A	Whole Program	N/A	N/A	Science lacks authentic hands-on learning opportunities. Please cross reference with the Pk Guidelines. I has many examples of teacher and student behaviors. Product lacks clear instructions/directions for novice teachers to follow. Specifically for social studies, the product has a great collection of literature, however, they do not fit well in targeting specified PreK guidelines. The way books and prompts are presented do not fit the standards well. Teacher has to make material fit the standards instead of materials making it easier to teach targeted breakouts of standards. Product has good ideas but is not aligned with the designated lesson or PK Guidelines. At times, the suggested lessons work best with other PK Guidelines. Please check that all lessons are aligned to the correct PK Guidelines.	Science: While the program does have an explicit focus on Language, Literacy, and Math, more than half of the program content focuses on Science (Let's Investigate, Discover Animals, Healthy Me, Our Earth) with related read alouds and robust hands-on activities. Please visit the Skills area of the Teacher Hub web site to see program content that addresses the Science TPGs. Social Studies: Four of the program's eight themes focus on Social Studies concepts: Me and You (All About Me, Feelings, Family, Friends), Our Community, Let's Create, and Our Earth. Additionally, the year-end theme Ready, Set, Go includes an explicit celebration of what we can accomplish together. Content and activities have a developmentally appropriate focus on past and present cultures, economics, geography, and citizenship. Please visit the Skills area of the Teacher Hub web site to see program content that addresses the Social Studies TPGs. The program is cross-curricular with skill-focused instruction within the context of monthly themes and weekly concepts. The instruction each week ties to a central Concept Question. The whole group, small group, and independent learning in each lesson is sparked by an engaging read aloud text. So, you will see cross-curricular instruction within each lesson, always highlighted in the Teaching Guide and addressed in each week's Observational Assessment. At any time, you can use the Skills area of the Teacher Hub web site to find instructional content aligned to a particular TPG.
State Review Panel	N/A		N/A	Flipbook	This book could be used for students to identify common features between home and school environment	Great idea! We edited the Large Group Card (Theme 2 > Week 1 > Language > Day 5) to have this interactive read aloud prompt: "Page 29 - How did the animals make their home look like Suzy Sue's school? What are some things you have both at school and at home?"

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State Review Panel	N/A	9781338637878	N/A	Theme 8> Week 1> Day 4> Math> Read Aloud> Big Chart of Big Ideas: We Have Soup!	Initial rejection: Am I missing something? What is the teacher teaching or the student learning with this narrative suggestion? It is cited as Narrative for multiple breakouts.	The Big Chart of Big Ideas is used in Large Group as the read aloud on Day 4 of each week to connect that week's learning to the concept question for that week. The front of the Big Chart page has child-facing content and the back of the page has teacher-facing content for the teacher to read aloud. The Large Group Card for that week contains the explicit instruction for the read alouds, including this Big Chart content.
State Review Panel	N/A	9781338637878	N/A	Theme 8> Week 1> Day 4> Math> Read Aloud> Big Chart of Big Ideas: We Have Soup!	Initially rejected: I am unclear what this specific citation has to do with the breakout skill: "(c) Child opens digital programs"	This seems to be a duplicate of the comment above. Please see row 44.
State Review Panel	N/A	9781338637878	N/A	Theme 8> Week 1> Day 4> Math> Read Aloud> Big Chart of Big Ideas: We Have Soup!	Reason Initially rejected: The breakout skill "(d) Child navigates through digital programs" is not seen in this location.	In this read aloud and the associated lesson, children use technology with the teacher's help to research soup recipes. Children also have access, at home and at school, to the Little eReaders digital books. The Little eReaders are designed for children to navigate and use on their own, with intuitive menus and controls. https://littleereaders.prekonmyway.digital.scholastic.com/
State Review Panel	N/A		N/A	Theme 7> Week 3> Literacy> Read Aloud: Anywhere Farm	Reason initially rejected: There's no evidence of Activity for this breakout skill: "(c) Child names a variety of digital tools"	On the Large Group Card that goes with this read aloud text, we introduce and name a variety of digital tools in Circle Time, talking about how they are useful. Then during the interactive Story Time, on pages 20-21 we prompt children to think how the girl in the story might use particular digital tools to tell people about her Farmer's Market along with the traditional signs she has made. This addresses the breakout and applies it to the "real world" through the read aloud.
State Review Panel	N/A	9781338620474	N/A	Theme 3> Week 2> Day 2> Literacy> Read Aloud: Weather	reason for Initial rejection: There is no evidence of the skill in this breakout: "(a) Child uses digital learning applications to create digital products" The child is not creating digital products in a read aloud.	No publisher response
State Review Panel	N/A	9781338649314	N/A	Theme 5> Week 4> Day 3> Math> Teacher Activity Card> Before, Prepare and Explain the Activity	Consider Teacher/Student Activity-The "view back" side of the Activity Card under Differentiation>Challenge says "After your tabletop chart is complete, work with children to use technology in the classroom to create a digital, two-column graph." which IS EVIDENCE of the skill of this breakout: "(a) Child uses digital learning applications to create digital products"	Yes, we agree this works well!
State Review Panel	N/A	9781338620474	N/A	Theme 3> Week 2> Day 2> Literacy> Read Aloud: Weather	Upon first look at the specific location, I considered no evidence of "(c) Child uses digital programs to create digital products" in a read aloud. Then I realized, the teacher is reading the story aloud topic (in this case is Weather) for a Shared Writing task. The Shared Writing task says "Do the writing on a computer. Then print out copies fo children to share." This task is viewed as the Activity because it gives the child the opportunity to practice the breakout skill.	We are happy you saw the connection!

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Prekindergarten, Spanish
PreK On My Way en español (ISBN 9781338689112)

[Main Site](#) [Little eReaders](#) [Teacher Hub](#)

User Name: N/A **User Name:** txreviewboard **User Name:** txreviewboard@Scholastic.com
Password: teXas2020 **Password:** Scholastic1 **Password:** Scholastic1

Identified By	Item Type	Component ISBN	Page Number	Specific Location	Comment	Publisher Response
State Review Panel	Student/Teacher	9781338642797	N/A	N/A	This citation (found by SRP - Domain X) is better suited to count as both teacher and student citations. While the teacher is modeling how to send an email, it creates the opportunity to work with students on their email and what they want to send.	Yes, and as noted in row 27 above, we added "or to the document" –Ayude a los niños a escribir o dibujar en el correo electrónico o el documento– to ensure all children will be able to participate in this activity in the first month of school no matter where they are in the developmental stages of writing.
State Review Panel	Teacher	9781338664089	N/A	Tema 7 > Semana 3 > Lectoescritura > Tarjeta de actividad del maestro > Día 1: Antes, Explicar la actividad	Examples are not one syllable words. Take out "duranzo". It is separated by syllables, not sounds and syllable separation is incorrect! Spanish doesn't have many one syllable words for the teacher to teach and the student to learn blending onset and rime to form familiar one-syllable words with pictorial support. Examples of one-syllable words to demonstrate this breakout skill are sol /s/ /ol/, pan /p/ /an/, sal /s/ /al/	During the SRP meeting we made an edit to emphasize one-syllable words in the breakout skill to address this issue: Muestre la página 3. Dígalos a los niños de repetir después de usted: Digan el sonido inicial /s/ luego /ol/ (sol) ahora pídale de mostrale la imagen que representa esa palabra. Siga con el sonido inicial /k/ luego /ol/. Cuando digan col, pregúntelos si rima con sol. Haga lo mismo con la página 30: /f/ /lor/ (flor) pida que muestren la flor. Siga con /p/ /or/ (por); /d/ /os/ (dos); /t/ /os/ (tos); /p/ /ies/ y pregunte si riman.
State Review Panel	Teacher	9781338642797	N/A	N/A	Instructions should read "a través del correo electrónico..." not "dibujar el correo electrónico...". Please correct.	We added "or to the document" –Ayude a los niños a escribir o dibujar en el correo electrónico o el documento– to ensure all children will be able to participate in this activity in the first month of school no matter where they are in the developmental stages of writing.
State Review Panel	Teacher	9781338664089	N/A	Tema 7 > Semana 3 > Lectoescritura > Tarjeta de actividad del maestro > Día 1: Antes, Explicar la actividad	Examples are not one syllable words. Take out "duranzo". It is separated by syllables, not sounds and syllable separation is incorrect! Spanish doesn't have many one syllable words for the teacher to teach and the student to learn blending onset and rime to form familiar one-syllable words with pictorial support. Examples of one-syllable words to demonstrate this breakout skill are sol /s/ /ol/, pan /p/ /an/, sal /s/ /al/	This seems to be a duplicate of row 26, above.

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State Review Panel	Teacher	9781338646436	N/A	Tarjetas de abecedario Yy y Zz	lines 196-202 Activities do not give the opportunity for the student to explicitly demonstrate the knowledge or practice the breakout skill: " (a) Child produces at least 20 distinct letter sound correspondences in the language of instruction ." Spanish doesn't have many one syllable words for the teacher to teach and the student to learn blending onset and rime to form familiar one-syllable words with pictorial support. (breakout B8a)	Aligned to research-based best practices, PreK On My Way revisits letters multiple times throughout the program, with each lesson touching on the target letter in five researched-based specific ways (letter name, letter sound, letter sound in spoken word, letter sound in printed word and letter formation). By theme 7 the student would have practiced the entire alphabet twice, and up to three times the high frequency letters. The second part of the comment seems to be the same as that in row 26. Besides the edit mentioned above, we also specifically addressed this outbreak in other components, such as in the Literacy Large Group Card Theme 6, Week 3, Day 3 [Página 12 (Muestre el color canario) A Vincent le gusta el color /a/.../llo/ (deje que los niños digan amarillo), Amarillo como el /s/ /ol/ (sol). Repitan conmigo /s/ /ol/ (sol). Página 13 (Muestre la ventana) ¿De qué color es la ventana de Vincent? La ventana es /g/ /ris/ (gris). Repitan conmigo /g/ /ris/ (gris).] As well as the Math Large Group Card Theme 8, Week 2, Day 3 [Intentemos juntar los sonidos de estas palabras: /v/ /an/ ; /s/ /er/; ¿Pueden pensar en palabras que suenen como van , ser y col?]
State Review Panel	Teacher	9781338643626	N/A	Tema 4 > Semana 4 > Matemáticas > Día 1 > Tarjeta de vocabulario: Defina, Describa (clasificar)	The ideas are fine but need to focus on common objects for PK and then move then to other objects.	Yes, this lesson introduces the vocabulary words "feature" and "sort" in relation to the read aloud "Creature Features." Then the related small group activity focuses on hands-on sorting by feature (size, color, etc.). The activity begins by scaffolding learning as children sort common objects for a concrete connection to sorting by feature.
State Review Panel	Teacher	9781338643626	N/A	Tema 4 > Semana 4 > Matemáticas > Día 1 > Tarjeta de vocabulario: Represente, Converse	Teachers can use the cards but then children need opportunities to practice the skill with real items. This is Science!	Yes, the vocabulary card introduces children to the term "clasificar" which they then represent as an activity by pretending to sort. The term is then reinforced as a hands-on activity in the small group where children sort objects like buttons or rocks.
State Review Panel	Teacher	9781338657364	N/A	Tema 2 > Semana 3 > Matemáticas > Tarjeta de actividad del maestro > Día 4: Primera capa	still no explicit teacher direction about shape staying the same after sliding	The text added allows children to have a conversation about the shapes after sliding them. The teacher then directs the conversation by asking in the "Después" section, after directing the children to slide the triangles: "Aunque los triángulos se pongan de manera muy diferente ¿siguen siendo triángulos?"
State Review Panel	Teacher	9781338663198	N/A	Tema 6 > Semana 3 > Matemáticas > Día 2 > 6.3.2 Actividad del estudiante: hacer una catarina de origami	not explicitly taught here but in making oragami, there is an opportunity to talk about flipping shapes and them remaining the same.	Yes, under "Asociar con el grupo grande" the teacher shows and talks with children about pages 32-33 of the read aloud where a triangle remains a triangle when it's folded and flipped.
State Review Panel	Teacher	9781338619331	N/A	Tema 8 > Semana 1 > Día 5 > Lectoescritura > Lectura en voz alta del superlibro: La casa de algún día	book is mostly about Gigi, the grandmother. WOULD like to see a book about different family members and what they do for the family	Yes, this book, One Day House, and the accompanying instruction are about how a community comes together to help Gigi. For books about different family members, please see: Alma and How She Got Her Name, First Laugh Welcome Baby, Little Elliot Big Family, Five Creatures, Dad's First Day, Ofrenda, Close Your Eyes, What a Cold Needs, The Little Red Fort, Hiking Day, The Greatest Adventure, Rosa's Family, My Family and Me. Many of these texts are featured in the "Me and You" and "Our Community" themes.

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State Review Panel	Teacher	9781338625868	N/A	Tema 8 > Semana 4 > Día 3 > Matemáticas > Lectura en voz alta: ¡Cuento los días hasta el kinder!	Vague coverage of standard since there are only pictures of teachers & bus driver	An edit was made during the SRP meeting to address this concern. Please see rows 22 above.
State Review Panel	Teacher	9781338662603	N/A	Tema 6 > Semana 2 > Lectoescritura > Tarjeta para grupo grande > Día 5 > Hora del cuento > Volver a narrar el superlibro "¡Todos los conejos a bailar!"	Suggestion:Be specific and mention that the skill is targeted during circle time not "hora del cuento"	Yes! Great catch. Correlation should read: Tema 6 > Semana 2 > Lectoescritura > Tarjeta para grupo grande > Día 5 > Hora del círculo > ¡Cantar y bailar!
State Review Panel	Teacher Only	9781338664102	N/A	Tema 7 > Semana 4 > Lenguaje > Tarjeta de actividad del maestro, Día 3: Antes, Explicar la actividad	love the cognate lesson with this breakout standard!	Great! We have several cognate lessons throughout the program. You can find a comprehensive list of Cognates available on the Teacher Hub web site: https://teacherhub.prekonmyway.digital.scholastic.com/en/resources/additional-support
State Review Panel	Teacher Only	9781338643411	N/A	Tema 4 > Semana 1 > Matemáticas > Tarjeta de vocabulario> Día 2 > Conversar, Introduzca: Defina y Describa	would make it better to point out some nonverbal cues people use in conversation	Yes, we have two "conversación" vocabulary cards that are very good for this. We show people in conversation, talk about what that looks like (e.g., facing each other, looking at each other, showing emotion), and then model it with children. https://teacherhub.prekonmyway.digital.scholastic.com/es/themes/4/week/1/day/2/module/math/vocabulary-cards https://teacherhub.prekonmyway.digital.scholastic.com/es/themes/7/week/2/day/2/module/literacy/vocabulary-cards
State Review Panel	Teacher Only	9781338616279	N/A	Tema 6 > Semana 1> Lenguaje > Lectura en voz alta del libro "Ricitos de oro y los tres osos"	Allow children to observe actual items (physical science) from the story (bowls, spoons,...) before reading the story. Science is hands on and minds-on.	Yes, this particular read aloud and instruction have a cross-curricular focus on both math and science. Before reading, the teacher helps children observe objects of different sizes (pattern blocks). Great idea to make the observation about objects from the story! We edited the instruction to use small/medium/large chairs instead of pattern blocks, since teachers are likely to have different sized chairs in the classroom.

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State Review Panel	Teacher	9781788052580	17	N/A	Activities do meet guideline, but are not developmentally appropriate for prek	A teacher tip will be added at the top of the page stating 'The STEAM projects, Punctuation Pyramid and CVC Game include content required within the TPG's. STEAM projects are innovative, research based and especially good for students who struggle with language through to advanced students; they are visual and tactile. One student may only reach steps 1 and 2 but others will be able to master and extend learning. For example, in the punctuation pyramid which is built by students include a period, question mark, comma, exclamation mark, speech marks and semi-colon. Teachers should only have students build to the required level for their specific classes.
State Review Panel	N/A	N/A	91, 115, 76-77, 907, 118, 158, 154, 199, 1116, 238, 257, 508, 713	N/A	There was a lot of material that is not age appropriate for prek but still covered the content. I could not write them all down due to time constraints but the pages included are a few.	The panelist did not supply the ISBN for the pages listed, however only one TPS component has page numbering that would match the highest number. TPS has reviewed each page and, although TPS believes the content is appropriate, as several pages are from STEAM content a solution to meet the panelist's comment is to insert the following comment on each cited page and in the introduction: 'STEAM content is created to include scaffolding within projects and content therefore includes steps for far below grade, below grade, at grade and advanced students. Use the number of steps appropriate for each of the students in your classroom. STEAM projects are appropriate for all students. ELL students and those with learning disabilities will have improved opportunities to learn by building their own personalized projects.'