# Name of Resource: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Campus/Dept.: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Early Childhood Priorities** | **Score** |
| 1. ***Alignment to the State and District Standards - 40%***
 |
| Aligns to the [Early Childhood Outcomes](https://tea.texas.gov/sites/default/files/EarlyChildhoodOutcomesandPrekindergartenGuidelinesalignmentFinal%28November82011%29.pdf) in the [Texas Prekindergarten Guidelines](https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines). | 30 points |
| Supports and presents most of the contents of the FBISD [Topic Units of Study](https://www.wevideo.com/view/1761080997). | 24 points |
| Teaches concepts using 5E Instructional Model. | 3 points |
| 1. ***Developmentally Appropriate Student Experiences - 21%***
 |
| Promotes and fosters students’ curiosity through inquiry and play. | 33 points |
| 1. ***Responsive to the Needs of ALL Students - 39%***
 |
| Supports diversity of learners in FBISD classrooms. | 60 points |
|  | **Overall Score** | **150 points** |

***Priority I - Alignment to State and District Standards - 40%***

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| The resource is aligned to the [Texas Prekindergarten Guidelines](https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines) (TPGs) and [Early Childhood Outcomes](https://tea.texas.gov/sites/default/files/EarlyChildhoodOutcomesandPrekindergartenGuidelinesalignmentFinal%28November82011%29.pdf) to ensure that the foundational learning experiences and skills are provided to guide the growth of young children in all aspects of development. The resource presents content following most of the FBISD Prekindergarten Instructional Model (5Es).  |

**Directions:** Evaluate the resource by using the following scale. This element is –

0 = not evident or developed

1 = moderately developed

2 = adequately developed

3 = well developed and extended

| **Criteria** | **Score** | **Comments** |
| --- | --- | --- |
| **Includes integrated lessons that covered all of the** [**Texas Prekindergarten Guidelines**](https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf) **Skill Domains (**[Pautas de Prekínder de Texas](https://tea.texas.gov/sites/default/files/PKG_Spanish.pdf)**).**  |
| 1. **Social and Emotional Development**
	1. Materials include direct social skill instruction and explicit teaching of skills.
 |  |  |
| 1. **Language and Communication**
	1. Provides word study instruction that connects to literature in all content areas (science, social studies, math, health and wellness, and social emotional).
	2. Provides guidance and opportunities for students to interact, daily, through informal social interactions.
	3. Promotes the development of academic language in all subjects.
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| 1. **Emerging Literacy: Reading**
	1. Provides a classroom library with authentic text for independent reading.
	2. Incorporates reading conference tools such as questions, prompts and, sentence stems.
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| 1. **Emerging Literacy: Writing**
	1. Materials include a variety of experiences through which students can engage with writing.
	2. Materials instruct students along the developmental stages of writing.
 |  |  |
| 1. **Mathematics**
	1. Materials follow a logical mathematical continuum of concrete, pictorial, and then abstract representations.
	2. Materials promote instruction that builds on students’ informal knowledge about mathematics.
	3. Materials build students’ number sense.
 |  |  |
| 1. **Science**
	1. Materials build science knowledge through inquiry-based instruction and exploration of the natural world.
 |  |  |
| 1. **Social Studies**
	1. Materials build social studies knowledge through study of culture and community.
 |  |  |
| 1. **Fine Arts**
	1. Materials expose children to a variety of fine arts modes that promote play, exploration and the development of fine motor skills.
 |  |  |
| 1. **Physical Development**
	1. Materials include activities to develop physical skill and refine motor development through movement.
	2. Materials support fine motor development alongside and through writing.
 |  |  |
| 1. **Technology**
	1. Provides opportunities for technology integration and blended learning experiences with opportunities for students to use digital tools that are available in several languages (primarily the most spoken ones in FBISD: English, Spanish, Vietnamese, Mandarin, and Hindi).
 |  |  |
| **Supports 75% or more of the content of the FBISD** [**Topic Units of Study**](https://www.wevideo.com/view/1761080997)**.** Materials are cross- curricular and integrated in an authentic way to support students’ unified experience throughout the day. (Click [here](#_Fort_Bend_ISD) for Fort Bend ISD PreK Unit Calendar and Key Concepts) |
| 1. Myself and My Family
 |  |  |
| 1. Taking Care of Myself and Others
 |  |  |
| 1. Wind and Water
 |  |  |
| 1. Celebrations
 |  |  |
| 1. Here to There: Things that Go
 |  |  |
| 1. Back Home in Texas
 |  |  |
| 1. It’s Alive Watch it Grow
 |  |  |
| 1. Light, Shadows and Reflections
 |  |  |
| 1. Materials intentionally develop young children’s ability to problem solve through inquiry-based instruction.

(Click [here](#_FBISD_Prekindergarten_Instructional) to review the FBISD PreK 5Es Instructional Model). |  |  |
| **Total Score** | **/57 points** |

***Priority II - Developmentally Appropriate Student Experiences – 21%***

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|  Since building prior knowledge is key to understanding content, the resource provides ways to activate schema and scaffolds learning. The content allows for application to real-world contexts outside of the classroom. Reading, writing, and grammar are not taught in isolation but are connected and integrated throughout. Skills are taught, and mastery is shown through the context of authentic reading and writing, rather than the completion of worksheets. The inquiry is embedded throughout the year. Children are encouraged to explore, experiment, discover, and solve problems in imaginative, hands-on, and playful ways. Technology enhances classroom learning experiences. |

**Directions:** Evaluate the resource by using the following scale. This element is –

0 = not evident or developed 1 = moderately developed

2 = adequately developed

3 = well developed and extended

| **Criteria** | **Score** | **Comments** |
| --- | --- | --- |
| 1. Resources support developmentally appropriate practice across all skills integration aligned to the units of study.
 |  |  |
| 1. Resources provides real world content and opportunities for students to build on their background knowledge to support the learning of new content.
 |  |  |
| 1. Resources include guidance, scaffolds, supports, and extensions that maximize student ownership of learning.
 |  |  |
| 1. Resources include activities for differentiated classroom arrangements (whole group, small group, workstations, etc.) that support positive social interactions.
 |  |  |
| 1. Resources include developmentally appropriate diagnostic tools (e.g. formative and summative progress monitoring) and guidance for teachers, students, and students to monitor progress.
 |  |  |
| 1. **Formative** assessments include a variety of tasks:
* performance-based
* open-ended questions with rubrics
* checks for understanding
* reflecting on learning
* extension of learning
 |  |  |
| 1. **Summative** assessments include a variety of tasks
* performance-based
* project based learning
* open-ended questions with rubrics
 |  |  |
| 1. Resources include a variety of hands-on daily experiences through multiple mediums (dance, music, dramatic play, painting, sculpture, drawing and other movement).
 |  |  |
| 1. Resources emphasize the students’ engagement in the process of creating rather than the product that is created.
 |  |  |
| The technology component allows technology to be blended and integrated.  |  |  |
| 1. Technology supports and enhances student learning as appropriate, as

opposed to distracting from it and includes appropriate teacher guidance. Components include:* Online e-book with interactive features (alignment with TPK and read aloud audio – pointing to words)
* Online library of books/articles/poems (types of genres)
 |  |  |
| **Total Score** | **/33 points** |

***Priority III - Responsive to the Needs of ALL students – 39%***

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| Resources provide modification and adaptations for children with special needs as well as second language learners. The resource allows differentiation to occur among Prekindergarten children who are three and four years old. The resources facilitate second language acquisition and language transfer by providing explicit instruction that supports metalinguistic awareness and metacognitive processes (the transfer of knowledge and skills from one language to another). Language supports are embedded into the resource for English learners. Lessons engage students in the contrastive analysis of Spanish and English.  |

**Directions:** Evaluate the resource by using the following scale. This element is – 0 = not evident or developed

1 = moderately developed 2 = adequately developed

3 = well developed and extended

| **Criteria** | **Score** | **Comments** |
| --- | --- | --- |
| 1. Resources provide a variety of instructional methods that appeal to a variety of learning interests and needs for children who are three and four years of age.
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| 1. Content is presented in a way that is unbiased:
* The relationship between frame of reference, viewpoint, and bias is deliberately taught.
 |  |  |
| 1. Content is presented in a way that is unbiased:
* Examples of multiple viewpoints and opinions are provided related to major themes.
* Examples of multiple viewpoints and opinions are provided within genres.
 |  |  |
| 1. Resources incorporate relevant content that is:
* Accurate
* Current
* Research-based
 |  |  |
| 1. Resources provide opportunities to connect content to real-world contexts though texts and images.
 |  |  |
| The texts included in the resources represent a variety of cultures and ethnicities and provide students with opportunities to see themselves and other viewpoints through the literature they read.  |  |  |
| 1. Resources engage readers with texts that represent a variety of experiences
* Age appropriate
* Thematically relevant
* Variety of viewpoints
* Multicultural/multiethnic representation
 |  |  |
| 1. Resources provide opportunities for re-teaching and/or remedial intervention for Tier 2 and Tier 3 students.
 |  |  |
| 1. Resources provide enrichment opportunities for Tier 2 and Tier 3.
 |  |  |
| 1. Provides differentiated tasks for ALL learners (including but not limited to SPED, GT, ELL, 504).
 |  |  |
| 1. Provides differentiated textfor ALL learners (including but not limited to SPED, GT, ELL, 504).
 |  |  |
| 1. Integrates language supports for English learners
 |  |  |
| **Resources for Spanish Speakers – Bilingual One-Way Dual Language Program** *(Complete only at bilingual campuses)* |
| 1. Content within each concept cycle is developmentally appropriate according to Spanish language acquisition (yearly timeline).
 |  |  |
| 1. Content within each concept cycle is sequentially appropriate for Spanish language development (Scaffolded instruction).
 |  |  |
| 1. An authentic standards-based learning experience is provided to support Spanish language and literacy development.
 |  |  |
| 1. Translations consistently use academic Spanish throughout all concept cycles and resource materials.
 |  |  |
| 1. Spanish translations and concept cycles are aligned to the content and rigor of the SLAR TEKS.
 |  |  |
| 1. Learning experiences are culturally relevant for native Spanish speakers (such as the use of authentic literature).
 |  |  |
| 1. Concept cycles, instruction, and resource materials support second language acquisition and language transfer.
 |  |  |
| 1. Integrates explicit opportunities for the development of metalinguistic awareness and language transfer.
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| **Total Score** | **/60 points** |

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| **THE FOLLOWING ITEMS ARE FOR DISTRICT DEPARTMENT STAFF ONLY** |
| Integrates with Office 365 |  |  |
| Offers fully automated account provisioning process for students, teachers, and non-teaching staff |  |  |
| Supports Single Sign-On integration supported via:* Schoology; or
* ClassLink (SSO or SSO/Rostering)
* Clever (SSO or SSO/Rostering)
 |  |  |
| Provides device agnostic access to all vendor platforms |  |  |
| Initial training and ongoing support provided through webinars, job aid materials, e-community, etc. |  |  |
| Provides access to support team for 24-7 trouble-shooting |  |  |

**Sources:**

* FBISD Elementary Language Arts – Proclamation 2019 Rubric
* Texas Education Agency – [Texas Resource Review - Prekindergarten Systems Rubric](https://texasresourcereview.org/sites/default/files/2019-11/TRR%20Prekindergarten%20Systems%20Rubric_0.pdf)
* Texas Education Agency - [Texas Prekindergarten Guidelines](https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines)

**Appendix**

# [Fort Bend ISD PreK Unit Calendar and Key Concepts](https://fortbend.sharepoint.com/%3Ab%3A/r/teams/Teaching-Learning/AAELO/PreK/2020-21%20CURRICULUM/Unit%201-8%20Supporting%20Documents/Scope%20and%20Sequences/UNIT%20CALENDAR%20%28with%20key%20concepts%296-12-20.pdf?csf=1&web=1&e=iCNKgf" \t "_blank)

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| **Unit 1** |
| ***Myself and My Family*** |
| Aug. 17 - Sep. 16 |

  | 1. I am special and unique, and I am also very similar to all the other children in my class in many ways.
2. All people have similar needs (physical and emotional).
3. School is a wonderful place where we play, learn, and make new friends.
4. A family is a group of people who care deeply for one another and take care of each other.
5. Families, like people, are similar and different in many ways.
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| **Unit 2** |
| ***Taking Care of Myself and Others*** |
| Sep. 17 – Oct. 9 |

 | 1. Taking Care of Myself Physically: Health, Safety, Hygiene & Nutrition
2. Taking Care of Myself Emotionally: Self Confidence, Pride, Perseverance, Coping Mechanisms (for stress, disappointment, frustration, etc.)
3. Taking Care of Others/Being a Good Friend: Kindness, Sharing & Caring, Empathy, Expressing Feelings (through words and actions)
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| **Unit 3** |
| ***Wind and Water*** |
| Oct. 12 – Nov. 6 |

  | 1. Wind and water are part of our weather.
2. Rain, snow, ice, fog and clouds are all forms of water.
3. Water has many interesting properties.
4. Wind and water are powerful, and they can make things move.
5. Weather affects people and animals. People and animals need shelter to protect them from the weather.
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| **Unit 4** |
| ***Celebrations*** |
| Nov. 9 – Dec. 11 |

 | 1. We all have celebrations to remember special events.
2. Families and friends have some celebrations that are different, and some celebrations that are the same.
3. We can celebrate together and share our traditions with our friends.
4. Many celebrations include special food, songs, and clothing.
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| **Dec. 14-18** | **Emergent/Responsive Inquiry-based Projects**  |
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| **Unit 5** |
| ***From Here to There: Things that Go*** |
| Jan. 6 -  Feb. 3 |

 | 1. We can travel many different ways: by foot, by bike, by car, by truck, by boat, by train, by plane.
2. We can travel from place to place in vehicles.
3. Vehicles provide transportation on the ground, water, and in the air.
4. We use different types of transportation for different reasons.
5. Some vehicles are operated by community helpers such as bus drivers, conductors, firefighters, police officers and mail carriers.
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| **Unit 6** |
| ***Back Home in Texas*** |
| Feb. 4 – Mar. 5 |

 | 1. We all live in Texas.
2. Texas is unique and special, and it is very BIG!
3. Texas has many different landforms (prairie, plains, piney woods) and many big cities.
4. We live near a big city in Texas called Houston. Houston has the largest rodeo in the world and is also home to the Johnson Space Center where astronauts and scientists study space and space travel.
 |
| **Mar. 8-12**  | **Emergent/Responsive Inquiry-based Projects**  |
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| **Unit 7** |
| ***It’s Alive:******Watch it Grow!*** |
| Mar. 22- Apr. 16 |

 | 1. Plants and animals are alive.
2. Living things need food, water, and a place to grow and be safe from enemies.
3. Living things grow and have life cycles.
4. We can help plants and animals by taking care of them. We can also take care of the water, air and land so all living things have a healthy place to grow.
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| **Unit 8** |
| ***Light, Shadows and Reflections*** |
| Apr. 20 – May. 14 |

 | 1. Natural light comes from the sun. People make artificial light, with lamps and flashlights so they have light event when the sun is not shining.
2. When something blocks the light, it makes a shadow.
3. When we see ourselves, or an object, in a mirror or in water, it’s called a reflection.
4. Shadows and reflections change depending upon the light source, the time of day, and the placement of objects.
 |
| **May. 17 - 26**  |  **Emergent/Responsive Inquiry-based Projects**  |

# FBISD Prekindergarten Instructional Model - 5Es

