



Pearson Scott Foresman
Opening the World of Learning (OWL) for Texas:
A Comprehensive Pre-Kindergarten Curriculum
in English and Spanish

Correlated to

Region 4
Proclamation 2011: Prekindergarten Adoption Rubric

Questions for Consideration: Instructional Design	Comments	Page References from Unit 8 Make It Move/Haz que se mueva
<p>1. Empirical research supports the programs efficacy. 2. Resources are available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites).</p>	<p>OWL is based on thorough knowledge of the research on early cognitive and social and emotional development. It systematically builds those skills identified as being of critical importance, using research-based methods.</p>	<p><i>Planning and Assessment Guide</i> pp. iv-16 <i>OWL: Research into Practice Handbook</i></p> <ul style="list-style-type: none"> • Author Articles • Annotated Lessons • Research Bibliography <p>Words to the Wise: TG Unit 8 pp 149 and 151 <i>Nita's Notebook/Lessons by Dr. Nita Copley</i> with Manipulative Lessons tied to Pre-K Outcomes and Math lessons <i>tied to literature selections found on www.TexasOWL.com</i></p>
<p>3. A comprehensive program addresses emergent reading components (motivation to read, alphabet awareness, phonological awareness and comprehension of text read aloud).</p>	<p><i>Literacy Circle</i> is the time in our lesson for explicit instruction and playful practice in oral vocabulary, phonological awareness, alphabet knowledge, and concepts of print using a big book. <i>Story Time</i> uses the week's Trade Book and Read More About It Selection to develop concepts, vocabulary, listening comprehension and an appreciation of literature.</p>	<p>TG Unit 8 pp 114-125</p> <p>TG Unit 8pp 126-137</p>

<p>4. A comprehensive program addresses emergent writing components (motivation to write, independently conveys meaning, forms letters, and concepts about print).</p>	<p>Emergent writing opportunities are found in <i>Today's News</i>. A shared writing opportunity to explore appropriate writing conventions and concepts of print and <i>Interactive Writing</i> where students have the opportunity to share the pen. There is a Writing Center each week and in the Scaffold Learning section you will find explicit instruction for the formation of letters. <i>Nita's Notebook</i> includes a 4th read of the week's Trade Book. It incorporates a manipulative activity with a follow-up writing experience.</p>	<p>TG Unit 8 pp 189 and 191</p> <p>TG Unit 8 pp 213 and 215</p> <p>TG Unit 8 pp 95 and 97</p> <p><i>Nita's Notebook</i> is found on www.TexasOWL.com</p>
<p>5. In addition to emergent reading and writing, the curriculum builds language and communications skills.</p>	<p>OWL exposes children to between 100 and 200 new words a week.</p> <ul style="list-style-type: none"> • Concept Words to discuss the Question of the Week. The iOpener Big Books reinforce the vocabulary and build the Science and Social Studies unit concept • Amazing Words that come from the Trade Book and Read More About It Selections • Academic Vocabulary for literacy, math, science, and more • Story Words are interesting and useful words from the books, 	<p>Concept Development Slide Shows on <i>Owl Interactive</i> help students see and understand vocabulary. Concept and Amazing Word Cards show and tell how each word relates to the concept and literature with instruction on the back in English and Spanish.</p> <p>TG Unit 8 pp 87, 89, 114, 116</p>

	<p>songs, poems, and stories you read aloud each week</p> <ul style="list-style-type: none"> Academic Vocabulary help you teach literacy, math, science, and social studies concepts <p>Children are exposed to the vocabulary through the day/week and play games, <i>What's My Word</i>, to produce language and develop critical thinking.</p>	<p>TG Unit 8 pp 122 and 124</p>
<p>6. A scope and sequence is available.</p>	<p>In the Resources Tab of <i>Planning and Assessment Teacher's Guide</i> you will find the Skills Across the Year for Phonological Awareness, Alphabet Knowledge, Math, Science and Social Studies, our comprehensive Scope and Sequence, and a Correlation to Texas Pre-K Outcomes</p>	<p>PATG pp 292-301</p> <p>PATG pp 362-373 PATG pp 390-414</p>
<p>7. Goals and objectives are clearly stated.</p>	<p>This Week's Instruction Page shows page references for the Texas Pre-K Outcomes covered. Learning Goals and Texas Outcomes are stated for:</p> <p>Centers Small Group Literacy and Math lessons Morning Meeting Literacy Circle Story Time Science & Social Studies Circle</p>	<p>TG Unit 8 Week 2 Tab</p> <p>pp 90-91, 92-93, 94-100 pp 102-109</p> <p>pp 110-111, 112-113 pp 114-125 pp 126-137 pp 138-139, 140-141</p>

	<p>Math Circle Extend Your Day/Read Aloud/ Movement & Music Wrap Up Your Day/Week</p>	<p>pp 142-147 pp 148-149, 150-151 pp 152-153, 154-155</p>
<p>8. Student materials are aligned with instructional objectives of the lessons.</p>	<p>Purposeful Support Resources: Trade Books, Little Books and Ollie and Friends Readers Story Time Cards (1 English/1 Spanish) Alphabet Cards (4 Bilingual Cards) Phonological and Phonemic Awareness Picture Cards (3 English/ 3 Spanish) Concept Words Cards (6 Bilingual) Amazing Word Cards (6 Bilingual) Retelling Storyboard (1 Bilingual) Visual Learning Strips and Posters (3 Bilingual Cards) Poetry Posters (1 English/1 Spanish) Manipulatives OWL Interactive</p>	<p>TG Unit 8 pp 80-81 and pictured at point of use throughout the lesson. Click on the icons of the Digital TE pages and you go directly to the digital component.</p>
<p>9. Instructional materials increase in difficulty as students skills strengthen.</p>	<p>See the progression of our skills instruction in our Skills Across the Year for Phonological Awareness, Alphabet Knowledge, Mathematics, Science and Social Studies for both English and Spanish.</p>	<p>PATG pp 292-301</p>
<p>10. Lessons have a clear and logical organization.</p>	<p>Our 8 thematically organized units are organized around a science or social studies concept making it easy to integrate planning for your curriculum.</p>	<p>8 Units: Welcome New Friends, My Family, Community, Life On a Farm, From Jungle to Desert, Earth and Sky, Shadow & Reflections, Make It Move</p>

	The flexible daily schedule is set up by strand and can accommodate a full or half day schedule. Daily lessons can be personalized online with the <i>OWL Digital Teacher's Guide Plus!</i>	Daily Strands: Morning Meeting, Literacy Circle, Center Time/Small Groups, Story Time, Science & Social Studies Circle, Math Circle TG Unit 8 pp 82-85
11. Instruction is consistently explicit (that is concise, specific, and related to the objectives). 12. Teacher directives are highly detailed to ensure accurate implementation.	Explicit instruction is related to both the Learning Goals and Texas Outcomes shown on each page. The blue wording on each page is explicit scripting for the teacher and black is information and instruction for the lesson.	TG Unit 8 pp 94-97
13. Lesson format reflects frequent interactions between the teacher and student.	<i>OWL</i> provides many opportunities for interaction. One example is with Team Talk, an oral vocabulary exercise that is used throughout the weekly lesson. It is designed to help children activate prior knowledge and share ideas, using the steps Think, Pair, and Share. Children think about what they are going to say, talk about it with a partner, and then share information with the teacher and the rest of the class. There is If/Then Feedback for the teacher.	TG Unit 8 pp 114 and 116
14. Instruction is consistently systematic; there is a prescribed order of introducing specific skills within each component of reading.	See the progression of our skills instructions in our Skills Across the Year for Phonological Awareness, Alphabet Knowledge, Mathematics, Science and Social Studies for both	PATG pp 292-301

	English and Spanish.	
<p>15. There are coordinated instructional sequences and routines which include: modeling, guided practice with feedback and application, and cumulative feedback.</p> <p>16. There are ample guided student practice opportunities, including multiple opportunities for explicit teaching and teacher directed feedback.</p>	<p>Lesson Cycle: Introduce/Model Guide Practice Your Turn Feedback If... Then...with suggestions for making adjustments to instructions based on the children's responses. Ollie Routine Cards and We Say, You Say Routine Cards provide opportunities for explicit teaching and teacher directed feedback.</p>	<p>TG Unit 8 pp 115 and 117</p> <p>TG Unit 8 pp 110 and 112, 114 and 116, 134 and 136, ELD Tab pp 367 and 369</p>
<p>17. The program provides clear guidance for the teacher to document student progress and inform instruction.</p>	<p><i>Screening Assessment</i> provides a means to gauge children's initial skills levels. <i>Progress Monitoring Assessments</i> track student's acquisition of core skills throughout the year. <i>Observation Checklists</i> are completed three times a year to track development and attend to the full range of competencies children develop in Preschool. <i>End of Year Assessments</i> provide a broad profile of each child. The Review Week at the end of units 2, 4, 6 and 8 build assessment time into the daily schedule.</p>	<p>PATG pp 33-275 TG Unit 8 back of Week 2 tab, Week 5 Review and Check pp 315-366</p>

<p>18. Scaffolding is a prominent part of the lessons and includes specific instructions.</p>	<p>Small Group activities in OWL are designed to reinforce and enhance the skills from Circle Time, to allow for teacher scaffolding, and to ensure that all children have the opportunity to engage in the learning experience. Many small-group activities then move to centers, allowing children to practice skills independently.</p>	<p>TG Unit 8 pp 102-103, 104-105</p>
<p>19. Teachers are encouraged to give immediate, specific feedback, corrective and positive.</p>	<p>Built into Small Group instruction are opportunities to check children on the success predictors. Tools are provided to help you make instructional decisions based on the results and to personalize practice for children who may need extra help and support to stay on track.</p>	<p>PATG p 9 TG Unit 8 pp 103 Monitor Progress TG Unit 8 pp 105 Verificar El Progreso</p>
<p>20. Differentiated instruction is prominent and based on assessment. 21. Teachers are provided with specific suggestions for differentiating the instruction and activities.</p>	<p>OWL provides point-of-use differentiated instruction notes that will help teachers adjust expectations, scaffolding, and materials to make activities accessible to all children. Our Differentiation Instruction found in each lesson includes notes to Make It Easier! Make It Harder! And ELL.</p>	<p>PATG p 28 TG Unit 8 pp 138-139, 140-141</p>
<p>22. Small group instruction is part of the daily instruction.</p>	<p>Small Groups instruction is time to continue practicing Literacy and Math skills with groups of 4 to 6 children and reinforce and enhance skills from Circle Time.</p>	<p>PATG p 28 TG Unit 8 pp 102-109</p>

<p>23. Guidelines for mini-lessons during center/work stations and for forming flexible small groups are suggested.</p>	<p>Center Time gives children time for guided exploration, and self-directed learning. OWL shows teachers how to join children in centers, scaffolding their play and learning as well as promoting their development of social skills and self-regulation.</p>	<p>PATG p 29 TG Unit 8 pp 90-101</p>
<p>24. Enrichment activities are suggested for children who are already proficient in the addressed skills.</p>	<p>Enrichment activities are found in the Make It Harder! lesson modifications in the Differentiated Instruction Notes in each lesson to make activities more challenging, extend activities and encourage interest-based investigation.</p>	<p>PATG p 28 TG Unit 8 pp 90-151</p>
<p>25. Instruction is provided for English Language Learners (ELL).</p>	<p>ELL Notes are found in the Differentiated Instruction of each lesson. The ELD tab in each TG provides Daily ELL lessons for Center Time/Small Groups focusing on language acquisition, language production, and language structure and use.</p>	<p>PATG pp 28-29 TG Unit 8 pp 90-151, ELD Tab pp ELD 367-381</p>
<p>26. Alternate activities and materials are suggested for children with specific learning needs and who may need additional support.</p>	<p>Make It Easier! Notes help you differentiate instruction for younger children, children with emerging skills, and children with special needs. They make activities somewhat easier, provide extra scaffolding, adjust motor activities, utilize visual supports, help children proceed at their own pace and focus their attention.</p>	<p>PATG p 28 TG Unit 8 pp 90-151</p>

<p>27. Activities for phonological awareness follow the revised continuum.</p>	<p>See the progression of our skills instructions in our Skills Across the Year for Phonological Awareness.</p>	<p>PATG 292-293</p>
<p>28. Instruction in language and communication is embedded throughout the daily routine.</p>	<p>Because <i>OWL</i>'s instruction is organized around Big Ideas of Science and Social Studies children are engaged in content-rich experiences. They develop concepts and vocabulary at the same time and build word and concept knowledge over time and through multiple exposures. Storytime Cards accompany each week's Trade Book. The explicit instruction found on these include an explanation of the vocabulary in context.</p>	<p>TG Unit 8 pp xiv and xv</p> <p>TG Unit 8 pp 130 and 132</p>
<p>29. Social and emotional skill development is integrated in the curriculum.</p>	<p>Ollie and Friends Readers reinforce social and emotional concepts. The Social and Emotional Handbook provides instructional support for each Ollie and Friends Reader. You will also find ways to promote social and emotional development in our Center Time Activities and the Routine Cards support the social and emotional domain.</p>	<p>PATG p 32</p> <p>TG Unit 8 pp 90-101 TG Unit 8 pp126-129</p>
<p>30. Language arts, communication, and emergent literacy are all integrated throughout the curriculum.</p>	<p><i>OWL</i> is a comprehensive program full of books, song, stories, and conversations. In an <i>OWL</i> classroom children experiment and explore, engage in purposeful and playful learning experiences and develop</p>	<p>TG Unit 8 pp 82-82, 84-85</p>

	academically, socially, and emotionally.	
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