



DLM is compatible with TSR! teachings in the following ways:

- Standard 1, Assessment Approaches: in DLM, there is a clear connection between the information used to plan and guide the instruction and the assessment of children’s skills. A chart at the beginning of each week shows the Texas Prekindergarten Guidelines that will be covered during each day of the week. Each lesson page lists the Guidelines addressed by the instruction and activities on that page. The guidelines are addressed naturally within the activities, as children are asked questions that allow them to demonstrate their understanding. These same skills are evaluated in weekly assessments and periodic performance assessments. Observational assessment is also part of the assessment system, so that teachers can record specific observations of student knowledge and behavior throughout the instructional process. Program assessment extends across all domains, and includes the critical areas of oral language, phonological awareness, and print knowledge.
- Standard 2, Training and Professional Development: Ten professional development videos are available on the DLM Web site, covering topics such as classroom management, technology, letter/sound instruction, math and science instruction, social/emotional development, and oral language development.
- Standard 3, Lesson Planning to Inform Instruction: The program gives attention to the three “P’s”: Purposeful, Planful, and Playful. Daily lesson plans build multiple skills necessary for school readiness by expanding on children’s current level of understanding and linking it to new information. Fiction and nonfiction selections for group readings support this approach. Phonological awareness activities have music or game context to increase engagement. There is a balance between teacher-directed and child-directed learning approaches.
- Standard 4, Teacher Best Practices:
 - Rich oral language input: Every day one whole-group lesson is devoted entirely to developing oral language, and Center Time and content area activities have double aims of content and language skills development.
 - Encouragement, behavioral management, and classroom rules: See Standard 12.
 - Grouping for instruction: Every daily lesson plan is divided into whole group and small group instruction that is flexible in design. Small group lessons include Center Time (learning center activities). Besides those Center Time lessons in each day’s lesson plan, additional ideas for activities are provided in the planning pages of every week.
- Standard 5, Cognitive Readiness Activities: Cognitive readiness activities are available in the *Teacher’s Edition* across all domains, including Math and Science. Big and Little Books contain engaging, theme-based selections in a

variety of fiction and nonfiction genres. Audio and eBook version of these selections are available to engage students using different learning modalities. The *Teacher's Treasure Book* contains a wide variety of songs, rhymes and chants, recipes, games and dances, finger plays, and read aloud selections with engaging flannel board characters for teachers or students to manipulate. Dramatic play time is included each week in content connection and also in centers.

- Standard 6, Book Reading Activities: Big and Little Books feature characters from a variety of cultural and ethnic backgrounds, including authentic Spanish and bilingual literature. Roughly 30% of all Big Book literature is authentically Spanish; 100% is offered in both languages. Additionally, the *Teacher's Treasure Book* contains original folktales, songs, and poems, adapted from authentic folk and fairy tales from many countries such as Africa, Argentina, Brazil, Cuba, England, France, Greece, Japan, Mexico, Puerto Rico, and Sweden; and cultures such as African American and Native American. Settings for literature range from rural to suburban to urban settings.
- Standard 7, Oral Language Activities: Every day one whole-group lesson is devoted entirely to developing oral language, and Center Time and content area activities have double aims of content and language skills development. Each day also has three read-aloud periods and a discussion period about making good choices that foster oral language development. The *Teacher's Edition* contains a daily Oral Language and Vocabulary feature to promote oral language development. Specific conversation prompts for this feature are given in English and Spanish. Vocabulary words are called out on four of the six spreads in each lesson in the *Teacher's Edition*. The words are defined and called out in context within the *Teacher's Edition* features on those pages or on the corresponding *Oral Language Development Card* when applicable. The ELL features in each lesson provide additional opportunities for English Language Learners to develop language skills. Additionally, oral language development is extended for all learners throughout each lesson as children are encouraged to respond to questions.
- Standard 8, Phonological Awareness Activities: Phonological awareness skills are developed within the Phonological Awareness feature of Language Time in every lesson. They follow a logical trajectory, and instruction is differentiated at point of use.
- Standard 9, Print and Letter Knowledge Activities: Letter/sound knowledge is developed in the Learn About Letters and Sounds feature of Literacy Time in every lesson. Individual letters are introduced in clusters rather than in alphabetical order. Instruction begins with letters whose sounds children can produce in isolation and with the least distortion, such as *s*, *m*, and *p*. Instruction also focuses on letters children can use to read words as soon as possible.

Unit 1: A, S, M, D

Unit 2: P, F, O, L

Unit 3: T, E, G, R

Unit 4: B, I, N, K

Unit 5: C, U, X, V

Unit 6: J, H, Y

Unit 7: Q, W, Z

Unit 8: Review

The Spanish-language progression differs from the English-language progression so that students will follow an appropriate trajectory for their home language.

Unit 1: A, E, I, O, U

Unit 2: M, P, L, T

Unit 3: S, Z, Soft C (ce, ci), D, V

Unit 4: F, B, J, W

Unit 5: H, N, r, X

Unit 6: Y, LL, Hard C (ca, co, cu), Q (que, qui), K

Unit 7: G (ga, go, gu; ge, gi), Ñ, CH

Unit 8: Review

- Standard 10, Written Expression Activities: Developmental writing stages are supported not only in the daily Writing feature on the last spread of each lesson in the *Teacher's Edition* but also in Writer's Center activities featured in lessons and in the weekly front matter on the Learning Centers spread.
- Standard 11, Kindergarten Reading Readiness: Met by implementing assessment approaches as outlined in Standard 1.
- Standard 12, Kindergarten Social Readiness: Each lesson opens with a Social and Emotional Development tip to help teachers watch for and encourage positive social/emotional behaviors. The Social and Emotional Development section on the fourth spread of every daily lesson has a role-playing activity or discussion targeted to a specific social/emotional development skill. The Making Good Choices Flip Chart and Audio CD support instruction.