

The experiences and skills that children develop during their early years are critically important to their success later in school. What children learn during the first few years of life helps lay the foundation for their future growth and development. It is important that teachers provide an environment and experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for three/four-year-olds.

Title: **DIG: Develop. Inspire. Grow.**

Age Levels: **Three and Four**

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Curriculum Type (Language/Literacy, Math, Integrated<sup>1</sup>): **Integrated**

Overall Rating: **Tier I, Exemplifies quality**

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK
1. Within Parameters of Stnds. (Non-Negotiable)	
2. Appropriateness of Materials (Non-Negotiable)	
3. Complexity of Materials (Non-Negotiable)	
4. Quality of Materials (Non-Negotiable)	
5. Implementation Format of Materials Activities	
6. Assessment	
7. Scaffolding and Support	
8. Supports Parental Participation	

To evaluate each set of submitted materials, begin by reviewing Column 2. If there is a “Yes” for all “Non-Negotiable” indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any “Non-Negotiable” indicators in Column 2, then the materials receive a “No” in Column 1. If an indicator has more than one component, a score of “Yes” must be received for every component in order to score an overall “Yes” on that indicator.

**Tier 1 ratings** receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality.

**Tier 2 ratings** receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality.

**Tier 3 ratings** receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.

<sup>1</sup> **Integrated Curriculum:** Resources designed to help children gain knowledge and skills in a variety of developmental areas and make connections across those areas. For the purpose of this review, to meet the criteria for an “Integrated Curriculum”, resource(s) must cover each domain of the [Louisiana Birth to Five Early Learning and Development Standards](#) (e.g. include Approaches to Learning, Cognitive Development and General Knowledge, Language and Literacy Development, Physical Well-Being and Motor Development and Social-Emotional Development)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>TIER 1 AND 2 NON-NEGOTIABLES</b>			
<p><b>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</b></p> <p>Materials and activities are consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>FOR ALL INTEGRATED CURRICULA:</b></p> <p><b>1a)</b> Large majority of materials and activities provide opportunities and experiences for children to meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> (i.e. appropriate for the age level for which they are suggested) across all domains of the standards:</p> <ul style="list-style-type: none"> <li>○ Approaches to Learning,</li> <li>○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies</li> <li>○ Language and Literacy Development</li> <li>○ Physical Well-being and Motor Development and</li> <li>○ Social-Emotional Development</li> </ul>	<p><b>Yes</b></p>	<p>A large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards for three- and four-year-olds. An easy to follow direct correlation is provided. The correlation provides the ELDS and the teacher guides and page numbers that matches and addresses the correlation.</p> <p>Approaches to Learning - Theme 1, pg. 47 correlates with AL2.3.3 where an adult supports students through learning centers, taking a tour and guided exploration. Cognitive Development/General knowledge T2 pg. 67 children participate in music activities such as the "H" song. Three year olds can freely move to the music and four year olds can identify words they hear that begin with the /h/ sound as well as the type of music played.</p> <p>Mathematics CM 1.3.4 is addressed in Theme 2 pg. 70, during math circle and small groups where children have the opportunity to practice one to one correspondence as they read the math big book, "Match Up Fun" and in small group by matching one object to each child. CM 1.4.1, T3, pg. 116, is addressed during math circle and small groups where children have the opportunity review and practice counting and order from smallest to biggest.</p> <p>Social Studies CSS1.3.1 to use words to describe activities from an earlier time is evident as through a reading of the book, "We Like Exercise." Prior to reading children are asked if it would be a real or make-believe with the goal of being able to respond correctly afterward.</p>

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			<p>Science CS3.3.2 and CS3.4.2 sort or classify living creatures according to one characteristic is evident in Theme 6 pg.28. Children use pictures of baby animals and parents to create flip books and can arrange flower displays.</p> <p>Language and Literacy development is evident throughout each theme and daily lessons. LL 1 and LL2 are addressed through Morning Meeting activities, "Oral Language Development strategies", read-alouds and small group activities. LL 3 and LL 4 are evident across all themes as children have opportunities to participate in multiple read-aloud experiences and practice using "Student Readers; LL5 children begin to recognize features of print through activities to find their name and learning letters (Letter People activities) and their sounds; LL6 is addressed through daily rhyming activities (including recognizing and producing rhymes and rhyming sounds), and numerous opportunities to practice count, pronounce, blend and segment syllables as well as and recognition of letter sounds (Letter People activities)</p> <p>Children move throughout various activities, and the daily schedule allocates time for two gross motor periods. Physical Well-Being and Motor Development activities are provided in every theme. PM3.3.1 and PM3.4.1, T7 pg. 114, children use their arms and bodies to demonstrate what words mean and use their bodies to make shapes.</p> <p>Social-Emotional Development is addressed throughout the themes, particularly at the beginning of the year: Theme 1, At School and Theme 2, All About Me. In Theme 1 pg. 34 the social-emotional objective is to recognize how actions affect others. This is done by reading "How Do Dinosaurs Go To School". Children are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			asked how the dinosaurs behaviors affects them and what does it mean to be considerate and act nicely. They are asked to identify as they move through the book, good and bad ways to behave at school by developing a T chart with a happy and sad face for the behaviors.
<b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b>  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>2a)</b> Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.	Yes	<p>There are examples of full and half day schedules available that support a balance of teacher-directed and child-initiated experiences. For example in the full day schedule, center time is offered twice daily with 60 minutes each. Small group time occurs during center time activities, but there is still sufficient time for child-initiated experiences such as through outdoor play . The Every Minute Counts section in each theme gives suggested things to do during transitions, outdoor time and during lunch/snacks. During learning centers, children have a choice of centers. There is guidance for teachers for implementing a management system beginning in Theme 1, week 1 page 25. The children have a choice of peers to interact with and the amount of time to spend in an activity.</p>
	<b>FOR ALL CURRICULUM TYPES:</b> <b>2b)</b> Materials and activities allow substantial opportunities for frequent and systematic practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to games, dramatic play, investigations, etc.	Yes	<p>Materials and activities allow substantial opportunities for frequent and systematic practice of skills using interactive and hands-on experiences. Children have opportunities to sing and move, engage in role-play, and utilize a variety of concrete manipulatives and learning materials. For example in Theme 1, page 24, children use plastic letters placed in the sand/water area for exploration of letters covered in Literacy Circle time. Learning Centers offer hands-on experiences, and there are suggestions for adding additional activities /materials to enhance the weekly theme and practice specific skills.</p> <p>Children can actively manipulate and engage with materials through explorations of a variety of</p>

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			<p>writing materials, connecting cubes, teddy bear counters, treasure boxes and balance scales to sort, count, build, and create patterns. In Theme 1, they can role play getting ready for school and coming to school.</p> <p>Children have opportunities to practice skills by utilizing technology through e-books and playing Letter People games with MyDIGPrek.com. Small group activities, based on the targeted theme provide additional opportunities to practice and gain new skills.</p>
<p><b>3. COMPLEXITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>2c)</b> Materials and activities are culturally sensitive and appropriate.</p>	<p><b>Yes</b></p>	<p>The Wow Cards show people from different cultures, ethnicity and disabilities as evidenced in Theme 4 page 21.</p> <p>Big Books (including those for Science and Social Studies) are representative of a variety of cultures such as in the book "Families Are Special". Pictures are realistic, modern, up-to-date, represent an array of cultures, ethnicity and genders. This book looks at how families are different based on shapes, sizes and how they are alike. At the end of the story, there is a glossary and Fun Facts about the story.</p> <p>Theme anchor cards display pictures of individuals from varying ethnicities as well as those with disabilities.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>3a)</b> Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).</p>	<p><b>Yes</b></p>	<p>Materials and activities present a logical and coherent progression of complexity over time. Books and readers are designed to support emergent reading with controlled text and visual supports. In the area of phonological awareness, children begin with lower levels of the continuum (segmenting sentences) and progress upward (segmenting, blending and manipulating phonemes - Program Guide pg. 37) throughout the year. In Theme 1 children learn how to clap syllables in their name and by Theme 8 they participate in activities to help them hear and</p>

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			<p>recognize beginning and ending sounds at the ends of words. The rationale for introducing the alphabet in the order is due to speech-sound acquisition over time (Program Guide pg. 39).</p> <p>Math concepts and skills increase in complexity over time as well . The Program Guide under Themes at a Glance, pg. 12 provides guidance on skill progression which starts with patterns in Theme 1 (ELDS CM2.3.1, copy a simple repeating pattern.) In Theme 2, the focus is one-to one correspondence. CM1.3.1 and CM 1.4.1 each start with the indicator of verbally counts and expands to CM1.3.4 is ounts with one-to-one correspondence. In Themes 6 and 8 children participate in concrete activities to learn addition and subtraction concepts which are later indicators in CM2.3.3 and CM 2.4.4.</p>
<p><b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</b></p> <p><b>4a) Language development</b> is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• Significant time spent on reading appropriately complex books aloud to children, drawing from a balance of narrative and informational text</li> <li>• Regular read-alouds of informational text related to a theme or topic (i.e., animals, cities, weather) in order to accelerate background knowledge and vocabulary development</li> <li>• Frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions about the text</li> </ul>	<p><b>Yes</b></p>	<p>Significant time is spent on reading appropriately complex books aloud to children, drawing from a balance of narrative and informational text. There are 60 fiction and 120 non-fiction selections as well as Student Readers that children can take home. There is a suggested weekly book list for the teacher to read and add to the library once a book has been read.</p> <p>There are opportunities for regular read-alouds (3 per book selection) of informational text related to a theme or topic. There are 8 themes, "At School, All About Me, Our Community, Health and Nutrition, The Earth Our Home, Living Things, Science is Everywhere, Technology in Our World. There are 24 Science and Social Studies theme big books, 27 Letter People big books and 8 math big books, which will accelerate background knowledge. Included in each Theme Circle and Literacy Circle time are Oral Language Development strategies to support and expand children's knowledge base and vocabulary around the theme.</p>

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			<p>There is a Scope and Sequence ("Each Week at a Glance") at the end of each theme that shows the strong emphasis of Language and Literacy skills across the themes that correlates with the Early Learning Development Standards.</p> <p>Student Materials include Student Readers, which are simple emergent texts featuring visual support, rebus and high-frequency words, to introduce children to small groups and independent reading as well as basic concepts of print.</p> <p>There is frequent use of repeated-reading approach for texts read aloud, building from enjoyment of the story and basic /literal comprehension to discussion of inferential questions about the text. For example: Theme 2, week 1, page28 shows a graphic indicating a 1<sup>st</sup> read on day 1 of "I Like Me. There are questions before and after the reading of the text that allows for discussion and comprehension. The 2<sup>nd</sup> read takes place on day 2 page 34 during Theme Circle Social Studies which asks students to recall the story from the day before and the 3<sup>rd</sup> read occurs on day 5 which continues to build on comprehension and discussion through a variety of questions and activities. Each time the story is reread.</p> <p>EBooks in Student materials feature all 27 versions of the Letter People Big Books and 30 fiction and non-fiction student readers for repeated reading at home and at school.</p>

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	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b>  <b>4b) Math</b> materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the <a href="#"><i>Louisiana Birth to Five Early Learning and Development Standards</i></a>.</p>	<p>Yes</p>	<p>Math materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the ELDS. Within each theme, and each week, there is a math focus.</p> <p>The Calendar and Weather each day list several opportunities to engage in age appropriate activities to understand numbers, represent numbers, and relationships between number and quantities such as clapping syllables in words (starting with children's names), creating patterns, recording the daily weather and at the end of the month, counting the number of sunny/rainy days etc. and make a graph, see: Theme 6 page 9.</p> <p>In Learning Center Options, there is a math center for each week that reflects strategies that address the ELDS. For example, Theme 6, pg. 39 week 1 page 24, the teacher asks children to choose a ziploc bag containing counting sets, emptying the bag, sorting counters into two groups and adding the groups together to tell how many.</p> <p>There is a daily whole group Math Circle. In Theme 1, page 30, week 6, the objectives are listed to the left with other areas covered and include use of one-to-one correspondence when counting, addition, making sense of problems and persevering in solving them.</p> <p>Over time through the other theme progressions, prior experiences allow for children to be able to complete increasingly complex activities. For example, in Theme 8, children participate in an addition story up to 5. In the Small Group activities children practice addition stories and</p>

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			<p>reinforcing skills. Each day of the week continues to allow for mastery.</p> <p>Each math circle highlights math vocabulary and provides prompts for teachers to explain the meaning of the words and models of how they are used.</p>
	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b>  <b>4c) Math</b> materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> <li>• Promote children’s acquisition and use of the language and vocabulary of math</li> <li>• Promote conceptual understanding of math content</li> <li>• Promote children’s development of perseverance and persistence in solving problems</li> </ul>	<b>Yes</b>	<p>Math materials and activities adhere to the indicators of quality. Children use language and vocabulary of math with 8 interactive math big books for every theme in order to explore a math concept in depth.</p> <p>There are built-in activities and manipulatives to encourage children to learn, practice and apply math concepts. This includes starting with patterns in the book "Let's Make Patterns to How Many are Left? Activities are arranged in a logical progression over time which is also aligned to the way the math content is arranged throughout each theme. Whole group - Math circle highlights Math Vocabulary. Theme 6, week 1 page 42. There are number rhymes in the Action Flip Charts such as Five Little Speckled Frogs on page 23 which addresses CM2.3.4.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>4d) Adequate, explanatory materials for teachers are provided.</b></p>	<b>Yes</b>	<p>All the guides, Program, Teachers, Assessment and Home Connections, provide adequate, explanatory materials. The guides are practical, thorough and understandable. The information flows very conventionally in an organized progression of order.</p> <p>There are clear and explicit instructions and information on what teachers need (e.g. materials, etc.), what to say and how to carry out the activities and lessons. Instructions are color-coded to help with what to say and do. Skills covered are color-coded different color so teachers can understand what skills are being</p>

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			addressed in the activities.
<b>ADDITIONAL INDICATORS OF QUALITY</b>			
<p><b>5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b></p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>5a)</b> Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>	<p><b>Yes</b></p>	<p>Materials and activities are incorporated throughout a variety of setting, including whole group time (Morning Meeting, Theme Circle, Literacy Circle, Math Circle), centers/ interest areas such as exploration station, discovery zone, dramatic play, emergent writing, etc. Small group activities do not begin until week 3 in Theme 1.</p> <p>On a daily and rotating basis, the teacher meets with Literacy and Math small groups during interest center time, four days a week. The Teachers guide gives options for each week's learning centers. There are 10 center options which allows the teacher to choose center activities that best fit routines. See Sample Theme 4 pg. 12</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>5b)</b> Additional/supplemental materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment and learning.</p>	<p><b>Yes</b></p>	<p>Additional/supplemental materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment and learning. Every Minute Counts provides a quick reference for making the most out of Transitions, Outdoor time and Lunch/Snacks. It gives options for Opening Routines from which the teacher can choose.</p> <p>In Student Resources, there are Take Home books to print and send home with the students. There is a suggestion in each theme to incorporate a Theme-Related Library/ Literature where the teacher gathers theme related literature from the classroom library or school library for the week. The teacher chooses a book each day to read aloud to students and then can add to the classroom library center. Example: Theme 4, week 1 page 23. Additional extensions to the</p>

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			<p>lessons are included if children need more support and more challenges Theme 6 week 1 page 43.</p> <p>Do It Yourself resources are located at the end of each Teacher Guide for easy-to-make low cost additions to the classroom. Letter People Bonus activities are included at the end of the Guides.</p>
<p><b>6. ASSESSMENT</b></p> <p>Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>5c)</b> Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<p><b>Yes</b></p>	<p>There is an adequate amount of materials available in different formats to support and enhance student learning. The materials are age appropriate and visually appealing. There are 8 Large Format Theme Anchor Charts, Letter People Flip Chart, 26 Letter People Hand Puppets, Letter People Stickables, Assessment Guide, Theme Anchor Charts, Action Rhymes Flip Chart and CD featuring Dr. Jean, My DIGPrek.com online resources, Teacher Guides, Me Bags for Children and Letter People, Letter People Alphabet Strip, and 160 Vocabulary Cards. In the student materials section, there are ebooks of all 27 letter people big books and 30 fiction and non-fiction Student Readers for repeated reading at home or at school.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>6a)</b> Assessments consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).</p>	<p><b>Yes</b></p>	<p>Assessments consistent with the ELDS are provided through a variety of appropriate methods. As children rotate through centers, teachers can observe and record notes on the Ongoing Observation Checklist. A systematic approach is given so teachers can observe 3-4 children on a task or behavior to ensure they have assessed and made notes on each child during the course of a month. Once small groups are established, beginning of the year individual assessments can begin.</p> <p>There is a Pre/Mid/ Post Checklist that can be reproduced for each child. The developmental skills of one or two children can be done each day until the assessment of all children is complete. This checklist indicates which skills should be</p>

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	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>6b)</b> Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, center/activity times, transitions, etc.) within the daily schedule.</p>	<p><b>Yes</b></p>	<p>assessed at all 3 points and those that may only be assessed at the Mid and Post period.</p> <p>Small group assessments are done on day 5 of each week for weekly assessments in literacy and math.</p> <p>Methods to assess children's learning are embedded throughout activities as indicated in 6a). As children rotate through centers, teachers can observe and record notes on the Ongoing Observation Checklist. A systematic approach is given to observe 3-4 children on a task or behavior to ensure teachers have assessed and made notes on each child during the course of a month. Once small groups are establish, beginning of the year individual assessments can begin.</p> <p>There is a Pre/Mid/ Post Checklist that can be reproduced for each child. The developmental skills of one or two children can be done each day until assessment of all children is complete. Small group assessments are done on day 5 of each week for weekly assessments in literacy and math. The assessment guide pgs. 10-11, tells how to take ongoing observational assessments through the use of Ongoing Observation Checklist, Anecdotal notes to collect those "aha" moments or instructional needs observed throughout the day and student portfolios-samples of children's work to demonstrate children's achievements and growth over time. If a program needs an electronic version, the Galileo Pre-K Online Assessment Tool, pg. 14 is available.</p>
<p><b>7. SCAFFOLDING AND SUPPORT</b></p> <p>Materials/activities provide all children with opportunities and</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>7a)</b> Appropriate suggestions are outlined for supporting varying needs of children (e.g. for English language learners, children with special needs, etc.) and are integrated throughout all materials and activities. Examples may include</p>	<p><b>Yes</b></p>	<p>DIG offers Point of Use Strategies to support teachers in nuturing every age and stage of literacy and language development for adapting whole and small group lessons. Built into every lesson are appropriate suggestions for supporting varying needs of children, which are integrated</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>support to meet the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p>additional, alternate or modified activities or materials.</p>		<p>throughout all materials and activities. Each theme has Purposeful Differentiation strategies that include specific modifications for three year olds, tips on scaffolding and students with special needs, and support for English Language Learners and Enrichment. An example can be found in Theme 2, week 1, page 28. The Program Guide on pg. 59 gives a whole table on providing instructional strategies for Dual Language Learners.</p> <p>Books and Home newsletters are also available in Spanish.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>7b)</b> Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.</p>	<p><b>Yes</b></p>	<p>Schedule and time for activities are flexible and would allow for adjustments according to children’s needs/ interests. Beginning with Theme 4 , pg.6, there is a Full and Half Day Schedule. In the box, at the top right, it indicates that the DIG schedule is flexible and designed to meet the need of any half-day or full day program, and the instructional blocks can be arranged as needed to fit any daily routine.</p> <p>The schedule is also flexible to allow the teacher the discretion of having Centers or Small Groups twice a day or once a day. Theme 4 pg. 7</p>
<p><b>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>8a)</b> Provides a variety of activities to extend learning from the classroom into the home.</p>	<p><b>Yes</b></p>	<p>There is a School to Home and a Home to School component for each theme that gives an overview of what will be happening to extend learning from the classroom to home. Pg. 18, Theme 4, highlights the home connections page with a sub-title ""Build A Home-School Partnership." It tells how to foster two-way communication and participation with families by suggested resources in the Home Connections Guide.</p> <p>"There are Daily Take It Home Activities for every day of the week. There are Take It Home Activity Calendars available in English and Spanish. These are sent home on day 1, Take It Home Letter for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			day 1 of each week (English and Spanish), which are all found in the Home Connections Guide, Wow bands of daily Wow words, Meeting and Greeting Card for Day 3, Take Home Books read on Day 4, and families have access to MyDIGPrek.com. The Me Bag goes home with one child a week, so the family can fill with items to share.
<b>FINAL EVALUATION:</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.			
<b>Compile the results of Sections I and II to make a final decision for the material under review</b>			
<b>I: Non-Negotiables</b>	1. Content Within the Parameters of the Standards	Yes	The materials and activities provide numerous opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards.
	2. Appropriateness of Curriculum Materials and Activities	Yes	Materials and activities are culturally sensitive and appropriate, and there are substantial opportunities for frequent and systematic practice of skills provided through balanced teacher-directed and child-initiated experiences.
	3. Complexity of Curriculum Materials and Activities	Yes	Materials and activities are presented in a logical and coherent progression of complexity over time.
	4. Quality of Curriculum Materials and Activities	Yes	Language development is emphasized through numerous opportunities for read-alouds; math materials and activities devote a large majority of time to support children's understanding of numbers and supporting understanding of the language of math and math content; adequate, explanatory materials are provided for teachers.
<b>II: Additional Indicators of Quality</b>	5. Implementation Format of Materials and Activities	Yes	There is an adequate amount of materials available in different formats that supports and enhances student learning.
	6. Assessment	Yes	Assessments are consistent with the Louisiana Birth to Five Early Learning and Development Standards and collected through a variety of appropriate methods throughout daily activities

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	7. Scaffolding and Support	Yes	Built into every lesson are appropriate suggestions for supporting varying needs of children. Purposeful Differentiation includes specific modifications for three year olds, tips on scaffolding for students with special needs, support for English Language Learners and Enrichment.
	8. Activities/Materials Supporting Parental Participation	Yes	There is a School to Home and a Home to School component for each theme that gives an overview of what will be happening to extend learning from the classroom to home.
FINAL DECISION FOR THIS MATERIAL: <b>Tier I, Exemplifies quality</b>			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.