

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: **Blueprint for Early Literacy**

Age Levels: **Three and Four**

Publisher: **Children's Literacy Initiative**

Copyright: **2015**

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. Assessment (Non-Negotiable)	
6. Implementation Format of Materials, Activities	
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>SECTION I: 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> A 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 children’s developmental level and address each of the domains listed below):</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 Louisiana Birth to Five Early Learning and Development Standards, particularly for language and literacy skills and concept development, however, other content areas are addressed through rich read alouds and literature, through small group and center settings.</p> <p>LL1-5: All addressed through Intentional Read Aloud strategies, Oral Language Development strategies, Message Time Plus and Model Writing/Shared Reading strategies within the daily schedule.</p> <p>LL2 (Comprehend/Use Increasingly Complex/Varied Vocabulary): Each theme highlights vocabulary to be used and taught through Read Alouds and in the Vocabulary to Highlight section (includes child-friendly definitions)</p> <p>LL4 (Comprehend stories/information from books/print materials): Theme 2, Day 19, children retell story sequence of the book Papa and Me with picture supports or props</p> <p>LL5 (Demonstrate understanding of organization/features of print): Message Time Plus; letters and letter/sound associations are introduced in the Write the Message section</p> <p>LL6 (Understand different units of sound (words, syllables, phonemes): Write the Message sections, Theme 7, Day 7 This Little Chick - teacher draws attention to rhyming patterns, children supply the rhyme to complete the sentence; Theme 10, Day 5 Message Time Plus teacher children "pull together letters to spell the</p>

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			<p>word h-e-r (her).</p> <p>AL 3, 4 (Analyze and draw on knowledge or experiences to seek solutions; demonstrate creative thinking when using materials, solving problems): Theme 8, Under Construction, dramatic play area is set up as a hardware store where children can play, "Send Out For Supplies" and make what they need or gather other things from the class to use.</p> <p>CC3 (Explore roles and experiences through dramatic art and play): Theme 2, page 21, in the dramatic play center, students act out the parts of people that make up an imaginary family.</p> <p>CC1 (Develop and appreciation for and participate in music/movement activities): Songs, rhymes and chants are represented in each of the themes. For example, in Theme 5, page 14, students sing "If You Like Apples and You Know It" sung to the melody of "If You're Happy and You Know It". In them 9, page 26, students sing "This is the Way we Plant Our Seeds" to the melody of "Here We Go Round the Mulberry Bush".</p> <p>PM 2: Develop small muscle control and coordination: Theme 5 Writing directions include samples of activities for children to create checklists (e.g. grocery lists, favorite books, etc.</p> <p>CM 1 (Understanding number/ways of representing number): In Theme 5 supplemental math center activities (Berry Counting) and small group activities (Watermelon Seeds and How Much is in the Bag?) Provide practice with 1 to 1 correspondence, counting numbers in sequence to 10, numeral identification, and counting object in a set. The small group math activities (How Many Spots?, How Far Can You Jump?, Number Line, More or Less) and the supplemental center activity (One Duck Stuck Math) in Theme 10 are devoted to development of understanding</p>

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			<p>numbers, ways to represent numbers and relationship between number and quantities; CM 2 (Understand patterns, concepts and operations): Theme 8, math center sorting and classifying activity using screws.</p> <p>CM 3 (Understand attributes of size, capacity, area): Theme 8, small group activities that address measurement skills are Measure Me! and Measuring Animals and in Theme 9, Measure the Sunflower.</p> <p>CS 1 (Develop ability to carry out inquiry process): Theme 9, in the Rainbow Carnations activity, the student makes predictions and participates in scientific investigation.</p> <p>CSS 3-4:(Demonstrate awareness of culture, rules/responsibilities within community/citizenship): Books and activities within Theme 5 Daily Life in Many Places; All themes have an underlying social studies component (e.g. Theme 2: Families and Theme 6: Daily Life in Many Lands).</p> <p>SE 1 (Develop health relationships with peers/adults): Theme 2 Families, Day 1, turn and talk techniques used during Intentional Read Alouds. Before reading the book Families, children turn and talk about their favorite food with a partner. There are classroom culture tips offered on a daily basis, which builds on children's social emotional skills by helping them learn how to manage their emotions, collaborate and communicate.</p>
<p><b>2. APPROPRIATENESS 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>2a)</b> Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., child chooses interest areas/learning centers and activities within each).</p>	<p><b>Yes</b></p>	<p>There are examples of full day and half day schedules available in the Curriculum Guide, page 38. In Theme 10, page 76, the teacher lays out natural items like seeds, rocks and bark. With magnifying glasses, pieces of paper and colored pencils nearby, children find the items without introduction, and teachers are directed to see where it takes them in their play.</p>

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			<p>The Curriculum Guide (page 36-37) supports a balance of teacher-directed and child-initiated experiences. Daily schedules should offer a mix of whole group and small group activities; time to play alone or with peers; teacher-led and student-led activities; active, messy play and quiet time; indoor and outdoor time; time for resting and time for eating and fine motor and gross motor activities. For example, in the full day schedule there is a 60-minute block for child-initiated play in learning centers in the morning and a 20-minute block of free choice time in the afternoon. Teacher-directed instructional blocks include Intentional Read Alouds and Message Time Plus.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2b)</b> Materials and activities allow substantial opportunities for frequent 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 puzzles, dramatic play, investigations, etc.</p>	<p><b>Yes</b></p>	<p>Materials and activities allow substantial opportunities for systematic practice of skills using interactive and hands-on experiences. Learning centers (Curriculum Guide, Chapter 8, pages 24-36) are set up to supports hand-on learning in dramatic play, building and block, library, math and science, art, listening and music, writing, ABC, manipulatives, sensory.</p> <p>Dramatic play is created with new activities and experiences for each thematic unit. For example, Theme 3, Places and Faces in Your Neighborhood, dramatic play is turned into Main Street and addresses the interests of the children in their neighborhood. In Theme 9, page 60, children play a game "Planting Initial Sounds" creating seed packets to hold pictures and cards that share the same initial letter. On page 64, students sort seeds based on one or more attributes. In Theme 4, page 51, students use magnetic letters to build words with the -ow word family. For Theme 7, Under Construction, dramatic play is a hardware store. Weekly thematic supplemental small group and center activities are provided for all content areas.</p>

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	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2c)</b> Materials and activities are included that are culturally sensitive.</p>	<p><b>Yes</b></p>	<p>Thematic children’s books address a range of genres and cultures including fiction and informational texts. For example, in Theme 2 Families, Families by Ann Morris is used during Read Aloud depicting differing family units and cultures. In Intentional Read Aloud, Theme 2, Day 18, the bilingual book Papa and Me by Authur Dorros portrays a close bond between father and son as they share a special day going to "la casa de abuelos" (grandmother house). In Theme 8, Under Construction, a non-fiction book, Tools by Ann Morris examines tools from around the world, the people who use them, the places the people live and the cultures that surround them. Learning center setups recommend multicultural foods and dolls the dramatic play center (Curriculum guide, page 26).</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2d)</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>Managing Instruction (Curriculum Guide, page36) provides flexible groupings to balance the social structure of the classroom instruction. Instruction is designed to be delivered in whole group, small group and partner/individual opportunities depending on the needs of particular children. Instruction and activities are in a variety of settings, including whole group, small group with flexile grouping and interest areas, as well as individualized instruction.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2e)</b> Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	<p><b>Yes</b></p>	<p>Objectives are provided for each overall theme and more specifically within each Week at a Glance. The materials and activities address the domains and skills they are intended to address. For example, in Theme 7, Under Construction, math skills to address include standard and non-standard measurement, sorting, classifying by one attribute and exploring estimation. Small group and centers activities include an estimation jar, Measure Me, Measuring Animals and sorting screws. Objectives are provided for each overall theme and more specifically within each Week at a Glance. The materials and activities address the domains and skills they are intended to address. They are standard driven and designed to help</p>

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			meet the objectives listed in the themes for each lesson.
<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>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>Themes build on one another in meaningful ways progressing outward beginning with school in Theme 1, families in Theme 2, neighborhood/community in Theme 3 and finally exploring different cultures in Theme 5. Phonological awareness concepts and skills progress along the continuum from less complex to more complex. In Theme 2, skills covered include opportunities to demonstrate an understanding of spoken words, syllables and sounds, becoming familiar with and reciting nursery rhymes and rhyming songs, identifying similarities and differences in spoken words and recognizing words that rhyme. In Theme 5, added skills includes supporting children in producing words that rhyme, segmenting and blending by clapping and counting and isolating the beginning sounds in words and recognizing and producing words with the same beginning sound (alliteration). In Theme 10, skills progress toward orally segmenting and blending onset and rime, and orally segmenting and blending two phonemes.</p> <p>Math concepts increase in complexity over time. In Theme 2, children count in sequence to 10 and beyond, develop and awareness of size seriation, make use of 1 to 1 correspondence, sort and classify. In Small group math activity - children "Count it out" 1-5 or 1-8 depending on their level. In Theme 5, children use ordinal numbers to describe order and make comparisons among several objects based on attributes. In Theme 10, children combine, separate, and count "how many", demonstrate ability to compare quantities, recognize, duplicate and extend patterns. Small Group Math activity - How Many Spots? provides opportunities for children to</p>

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<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 and literacy development</b> is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• Regular read alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children’s 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 and drawing or writing to express understanding</li> </ul> <p><b>Examples:</b> Using read-aloud materials (books, songs, rhymes, etc.) that make meaningful connections within a topic; interactive questions addressing the content knowledge provided through materials/activities; phonological awareness using interactive activities; scribble writing and use of letters and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children’s understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p>	<p>Yes</p>	<p>engage in simple addition problems.</p> <p>High quality children’s books that address a range of genres and cultures including fiction and informational texts, folk talks, ABC books and counting books are presented in daily Intentional Read Alouds. Eight books are partnered with each theme and a supplemental book list is provided. There are multiple opportunities to read each of the books within a short period of time (often repeated 2-3 times a week).</p> <p>Intentional Read Alouds and Model Writing/Shared Reading lesson are reflected in the daily schedule. During the Intentional Read Aloud times, children are given opportunities to think, talk about and respond to text before, during and after reading with guided questioning.</p> <p>The dramatic play area supports the theme's learning objectives. In Theme 5, Daily Life in Many Lands, dramatic play is set up with the children's input in creating a travel agency. Message Time Plus is a modeled writing and shared reading instructional practice that lends itself to the explicit teaching of phonics and letter knowledge.</p> <p>The Week at a Glance in each theme provides vocabulary to highlight. For example, in Theme 2, Week 1 of Families, the words family, sibling, celebrate, fewer and love are explored through reading and related activities. Vocabulary is taught in read aloud context, and there is a child-friendly definition of each word for teachers to use.</p> <p>In Theme 2, Day 3, the teacher reads aloud, "Honey I Love". The story is read again on Days 4 &amp; 5. The children make predictions and personal connections during the read aloud time. They use a dry erase board to write letters on page 21 as a</p>



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			<p>related activity to the read aloud. Additionally, they match pictures of words that rhyme in a small group activity.</p> <p>In Theme 2, on page 6, children distinguish between print and illustrations, understand the concept of a letter and a word and learn that letters form words. They become familiar with and recite nursery rhymes, recognize their own names and learn letters of their names.</p> <p>In Theme 8, page 15, children are introduced to the word "can" as a word they can look at and remember in a snap. They use the digging cheer when introduced to the word "can".</p> <p>In Theme 8, page 25, students learn to ask questions to better understand a text, engage in choral reading, recount important facts from an informational text, recognize important features of a nonfiction text, recognize words that rhyme, review and learn letters and sounds, orally segment and blend onset and rime.</p> <p>Books are read over numerous days and concentrate on deepening understanding of topic and addressing different literacy concepts. Theme 2, Day 18 and 19, Papa and Me is read both days during Intentional Reading. On Day 18 the focus is identifying and explaining how the title relates to the text. On Day 19, children retell the story sequence with picture supports or props.</p>
	<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="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p>	<p><b>Yes</b></p>	<p>Math concepts are presented through theme related activities within small group settings and learning center materials and activities. Within each theme, and each week, there are math activities provided including a small group instructional block on the daily schedule.</p> <p>In Theme 1, children count, classify and sort objects. In Theme 3, children match quantity,</p>

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			<p>number words, and digits (1-10) and sequence numbers (1-2). Children also work on positional words in the activity "Where is Dog?" in theme 4, children identify shapes and sort by attributes. In Theme 5 supplemental math center activities (Berry Counting) and small group activities (Watermelon Seeds and How Much is in the Bag?) provide practice with 1 to 1 correspondence, counting numbers in sequence to 10, numeral identification, and counting object in a set.</p> <p>The small group math activities (How Many Spots?, How Far Can You Jump?, Number Line, More or Less) and the supplemental center activity (One Duck Stuck Math) in Theme 10 are devoted to development of understanding numbers. In Theme 8, Under Construction, math activities are covered through small group activities involving measurement, sorting and classifying and estimation and sorting activities with screws in one of the centers.</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 opportunities are included within each unit. Acquisition and use of math vocabulary is managed through theme and literacy selection, follow-up and extension activities. For example, Theme 8 Under Construction contains numerous opportunities to learn vocabulary, particularly that of measurement. Perseverance and persistence in solving problems are found in many lessons and openly discussed with children.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>4d) Adequate</b> explanatory materials for teachers are provided.</p>	<b>Yes</b>	<p>The Curriculum Guide and 10 Theme Guides provide adequate, explanatory materials for all levels of teaching experience.</p> <p>A detailed scope and sequence for literacy and other content areas is provided (Curriculum Guide, page 116-132).</p> <p>Each theme guide is comprehensive and includes a Unit Overview, Daily Lesson Plans for</p>

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			<p>Intentional Read Aloud, Message Time Plus and Related Activities, Weekly Songs and Rhymes, Suggested Small Group Center Activities, Classroom Culture Tips, Reproducible, Family Letter and a Week at a Glance. Each theme guide includes 40 daily lessons for the month. It includes a list of skills and concepts that are covered for literacy and other domains. An overview of the unit, a description of the monthly ongoing learning project, and descriptions of each of the included 8 picture book.</p> <p>Explicit instruction is provided for all components of the day. For example, with Read Alouds (Curriculum guide, page 75, figure 18.2) a chart, gives the component of the intentional read aloud, example of activities and a teacher dialogue to use before, during and after the reading. On the contents page of each theme, a QR code provides additional teacher resources with articles, videos and downloads to the help with lessons. Scaffolding questions are also included at the end of each theme to support literacy development.</p>
<p><b>5. ASSESSMENT</b> 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> <b>5a)</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>Observations, anecdotal notes, writing samples and checklist are used to document children's growth and development. The Appendix (page 90-99) provides a Self-Reflection Sheet, MAP Organizer to assess classroom organization, Anecdotal recording sheet, Blueprint writing assessment, Concepts of print assessment, phonological awareness skill assessment, assessment for children's responses during story readings, assessment for student story retelling, letter recognition and sound symbol correspondence assessment and phonics and alphabet knowledge assessment. In the Curriculum Guide Appendix, beginning on page 90, assessments include a phonics and alphabet knowledge assessment, a blueprint writing assessment, a concepts of print assessment, assessing a student's story retelling, a letter</p>

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	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>5b)</b> Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	<p><b>Yes</b></p>	<p>recognition and sound symbol correspondence assessment, an assessing the student's response during story reading, an anecdotal recording sheet for writing conferences, a phonological skills assessment, a self-reflection sheet and matching print to letters and words to pictures.</p> <p>Formal and informal assessments are used to monitor growth and progress.</p> <p>Theme 2, Day 14, during shared/choral reading, check to see who is joining in/not joining in and add notes in assessment folder.</p> <p>Theme 5, Day 19, collect writing samples from students and use the Continuum of Writing Development to aid in identifying strengths and needs. The day is divided into whole group, small groups and individualized learning. Opportunities are provided to assess children in whole, small group and through individualized learning opportunities.</p>
<b>SECTION II: ADDITIONAL INDICATORS OF QUALITY</b>			
<p><b>6. 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>  <b>6a)</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>A Song Book is included that contains 40 songs and rhymes that children will enjoy, displayed in a large font that children can see and the teacher can reference while singing and chanting rhymes.</p> <p>Cheer cards describe different interactive movements teachers share with children to help them remember how to spell the weekly high frequency word.</p> <p>ABC cards are provided to use in letter games and activities. Big books are used for interactive shared reading activities to model use of concepts of print as well as the demonstration of the reading process and strategies that readers use.</p>

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	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>6b)</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>Charts for poems and chants available, videos available through scanning a code and downloading additional materials.</p> <p>Blueprint applications (3 for each of themes) provide hands-on activities for children to enjoy in small groups or individually in learning centers. A supplemental collection of children’s books is provided that extends the learning within each theme.</p> <p>Teachers can scan a QR code or visit the website to explore videos, articles and downloads to assist with lessons. In Theme 10, students create a pond and add binoculars to the dramatic play center for bird watching. Songs, such as "Five Speckled Frogs, chants, etc.. are enjoyable to students and encourage them to participate orally as well as with actions. Theme-related manipulatives and materials are provided to extend learning with centers, small group or individually such as dry erase magnetic boards, farm animals, people, signs and vehicles in the block area. Dramatic play area is set up thematically based on children's input.</p>
<p><b>7. SCAFFOLDING AND SUPPORT</b></p> <p>Materials/activities provide all children with opportunities and support to meet the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>7a)</b> Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.</p>	<p><b>Yes</b></p>	<p>A scaffolding questioning list is provided at the end of each unit for language and literacy skills and concepts. The list would be beneficial for teachers working with English Language Learners and children with disabilities. ELL and differentiated instruction tips are offered in the daily lessons. For example, ELL Tips are provided beginning in Theme 1, Day 2. The program encourages teachers to use real world objects and gestures to teach new vocabulary to ELLs. The program also offers weekly online resources that help teachers adapt specific lessons. For example, using Google Translate or YouTube to translate or play a song or spoken poem in the child's native language. There are tips for ELL for example on page 17 in Theme 2 identifying how to say, "I love you" in student's native languages.</p>

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	<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.	Yes	A Daily Schedule is provided which could be adjusted to meet a program’s needs. In the Curriculum Guide (page 36) it states that the schedule and managing instruction should be based on the interests and needs of particular children offering flexibility in groupings (whole group, small group, partner, individual). Intentional Read Aloud and Model Writing/Shared Reading lessons can be used in large-group or small group arrangements. For example, in Theme 2 the dramatic play center students use their imagination and creativity to express themselves through dramatic play.
<b>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</b>  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>8a)</b> Provides a variety of activities to extend learning from the classroom into the home.	Yes	A monthly family letter is with for each unit which offers families an overview of the theme, learning goals and suggested activities to engage their children in reading, writing, physical activities and speaking and listening to build literacy skills. A QR code is also provided for additional supportive activities. Family engagement tips are offered weekly. For example, Theme 2, Day 11, suggests families ask their child to draw a picture about a family outing to a supermarket, park or other family trip. There is even a digital code for families to scan with their smart phone to provide them with additional tips about supporting their child's learning. A website is included to visit and parents can sign up to have tips delivered directly to their phone in a weekly text message. In chapter 5 of the curriculum guide the critical role of the family in early literacy is discussed with suggestions to strengthen the home literacy environment included.
<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	Each theme includes science, social studies, mathematics, creative thinking and expression.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	2. Appropriateness of Curriculum Materials and Activities	Yes	In Theme 10, page 76, the teacher lays out natural found items like seeds, rocks and bark. With magnifying glasses, pieces of paper and colored pencils nearby, students find the items without introduction and see where it takes them in their play.
	3. Complexity of Curriculum Materials and Activities	Yes	Themes begin with the student, Theme 1, Families, then build out to Communities, Theme 2, the read alouds are built around the themes and the materials and activities are presented in a logical way and coherent progression.
	4. Quality of Curriculum Materials and Activities	Yes	Mathematical thinking is addressed in small group activities, learning centers and through theme related texts and activities.
	5. Assessment	Yes	Opportunities are provided to assess children in whole, small group and through individualized learning opportunities.
<b>II: Additional Indicators of Quality</b>	6. Implementation Format of Materials and Activities	Yes	Teachers can scan a QR code or visit the website to explore videos, articles and downloads to assist with lessons
	7. Scaffolding and Support	Yes	Tips are offered on how teachers can differentiate instruction, particularly for ELL.
	8. Activities/Materials Supporting Parental Participation	Yes	Each theme contains a family letter. For example, in Theme 8, page 12, the family letter introduces the family to the theme and gives suggestions for things to do at home in reading, writing, physical activity and speaking and listening.
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.