

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: **Core Knowledge Language Arts**

Age Levels: **Three and Four**

Publisher: **Core Knowledge**

Copyright: **2014**

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

Overall Rating: **Tier II, Approaching quality**

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

STRONG	WEAK
1. Within Parameters of Stnds. (Non-Negotiable)	7. Scaffolding and Support
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	
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>The large majority of materials and activities provide opportunities and experiences that are aligned with the Louisiana Birth to Five Early Learning and Development Standards. This is not an integrated curriculum, but it does meet most of the standards for language and literacy. As part of the routine for every Domain (Unit), there are appropriate activities used to promote achievement of the standards, for example: weekly read alouds, center and free play, discussion cards, "Picture Talk", transition cards and image cards.</p> <p>Each lesson begins with outlining core content objectives, skills to be emphasized, and language arts objectives. Examples include:</p> <p>All About Me Lesson 2 (p. 64): Some objectives include: Describe themselves and their appearance (LL1 4.2); Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (LL6 4.1); With prompting and support, tell important facts and information from "I am Special" (LL4 4.2)</p> <p>Families and Communities Lesson 3 (p.78) Some objectives include: Given a word, provide a rhyming word (LL6 4.1); Point to the front cover, title, and back cover of a book (LL3 4.1); With prompting and support, ask and answer questions about unknown words in story (LL1 4.6); With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults (LL7 4.2)</p> <p>Plants Lesson 6 (p. 121) Some objectives include: With prompting and support, give the beginning sound of spoken word (LL6 4.4); With prompting and support, ask and answer who, what, where, when and why questions about story (LL1 4.1);</p>

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			<p>Perform activities requiring small muscle control (LL7 4.1)</p> <p>With regard to meeting the standards, there is one exception: relative to Standard LL7. This standard calls for children to show increasing muscular control with writing instruments and the use of a combination of drawing, dictating and/or writing. The curriculum places a strong emphasis on correct strokes and handwriting. These expectations exceed the state's standards (examples: small group "making sound pictures" and Activity pages for animals); Teacher's Guide for Domain 4 indicates that "the majority of letters should be clearly recognizable" by the end of the domain.</p> <p>The curriculum incorporates focuses on phonological awareness, print knowledge, domain related vocabulary coupled with explicit instruction, and interactive read-alouds that focus on key concepts of each story/book.</p> <p>Additional examples of this are incorporated via the following materials and activities:</p> <p>Learning center cards are available and contain theme related vocabulary Domain 1: All About Me-Doctor's Office Vocabulary includes ankle, arm, body, eyebrow, forehead, temperature, prescription, appointment, etc.</p> <p>Nursery rhymes and songs are integrated daily at the beginning of the school day Domain 3: Animals- Nursery Rhymes and Song Posters include "An Old Person of Ware", "Here is the Beehive", "Five Little Ducks", "Eensy Weensy Spider" and "Hickety, Pickety, My Black Hen". Dramatic Play lessons are in each domain. There are core objectives and ways to facilitate and stage the learning center. Domain 4: Plants-Farm Stand Vocabulary; Suggested phrases to</p>

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			<p>use; Student conversations; How to facilitate emergent writing.</p> <p>Hands on materials are provided in the Transition and Learning Center Cards Domain 3: Animals- Full color photographs of animals; animal hospital sign and cards with roles; suggested phrases to use; student conversations; facilitating emergent writing and vocabulary.</p> <p>Activity Pages to develop phonemic awareness. Domain 7: Habitats-Circle the sound picture for /o/,/c/,/g/, and/ i/; starting sound pages; and blending sounds train pages.</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 a balance of teacher-directed and child-initiated experiences.</p>	<p><b>Yes</b></p>	<p>Materials and activities are provided through a variety of experiences. For example: arrival time, morning circle, learning centers, small groups, whole groups, book reading and transitions; teacher initiates large group and small group discussions daily; children are allowed to engage in their choice of center experiences. Center time and outdoor play allow for child-initiated activities. These times are built into the daily schedule and activities are built in for each domain throughout the curriculum. There is a sample daily schedule to help teachers plan.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><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.</p>	<p><b>Yes</b></p>	<p>The curriculum provides substantial opportunities for systematic practice of skills in interactive and hands-on settings. Songs/Nursery rhymes include motions, and there are “Picture Talks”, experiments such as tasting of fruits and vegetables in the Plants Domain, activities such as “Solve the Riddle” and “Act It Out” for language development, and extensive dramatic play set up and suggestions for each domain. In the Animals Domain, the At-a-Glance chart includes Nursery Rhymes and songs Poster, Image Cards, stuffed animals or balls, Stories and</p>

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			<p>Transition Cards which all help facilitate whole and small group activities in hands-on ways. Daily small group time includes games, playful language and phonemic awareness lessons.</p> <p>Even though there are opportunities for children to engage in hands-on activities, the use of worksheets for group and home learning are included in the resource manual, for example: identifying beginning sounds by circling a picture, identifying letter and sound by having children circle a letter and then write the letter, writing worksheets emphasizing strokes of letters. Additional examples are found in the Animals, Habitats and Families and Communities Domains which include Activity pages – writing worksheets (e.g. Chicken Coup, Bales of Hay, Drawing Zig-Zag lines; worksheets for rhyming and sound/letter match, Make a Rhyme worksheet, Sound Picture Match, My Horse, The Fence, Draw the Sound in a Word).</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2c) Materials and activities are culturally sensitive and appropriate.</b></p>	<p><b>Yes</b></p>	<p>Materials provide students with opportunities to develop an awareness and respect for differences among people. For example, pictures in the Family Domain effectively represent diversity. The definition of “family” is depicted in various ways including foster care, adoption, single-head households. Also, different family cultures and traditions are included. The Image Cards and Read Alouds use images of various nationalities and ages. Differing abilities are included as well.</p>

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<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>There is evidence that the materials and activities present a logical and coherent progression of complexity over time, especially in fine motor and phonemic awareness. For example, in the Habitat Domain (Teachers Guide pp. 7-8), it states “By this point in the school year.... Students have spent significant time in small groups learning to identify sound pictures and learning to segment and blend sounds in words” and “Students are expected to detect and manipulate sounds in words at this point in the year” (i.e. relative to phonemic awareness). In the Habitat unit (page 10), the text states, “At this point in the year, students should have established a tripod grip and should use that grip when forming writing strokes and letters”.</p> <p>Lessons early in the year focus on name recognition, words and syllables and blending compound words. In later Domains, the focus is on lower case letter recognition, beginning word wounds, blending and segmenting three-sound words.</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 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>	Yes	<p>This curriculum devotes a great amount of time to informational text although narrative texts are evident in each of the units. The curriculum relies heavily on photo "Flip Books" to convey informational concepts and material. These are utilized through the "Read-Aloud" of the day although there are other informational texts provided in the Animals, Families and Communities and Habitats Domains. (Flip Books are a collection of pictures and images; the Teacher guide provides teachers with suggested language to guide children through the read-aloud activity.)</p> <p>Vocabulary is drawn from the informational texts which are thematic in nature. Each unit contains a suggested, extensive list of trade books (both informational and narrative) designed to build additional background knowledge.</p> <p>There is frequent use of repeated reading of texts although some books may only be read twice. Because so much of the the text is informational in nature, children may not have as much opportunity to build from enjoyment of a story although there are opportunities to draw some inferences through a repeated reading.</p>
	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b></p> <p><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>	N/A	

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	<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>	N/A	
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>4d) Adequate, explanatory materials for teachers are provided.</b></p>	Yes	<p>The General Overview and Core Knowledge Domains have adequate, explanatory materials for adults to implement lessons. Each domain is clearly outlined in terms of skills taught and expectations. Additional teacher tips are provided as well as extension activities, trade book lists and online resources.</p> <p>The Teacher Guides are clear and concise with thoroughly scripted directions for implementation. The guides explain how to use the flip books and guide the teacher through the text, procedures for “telling the story”, and what questions to ask.</p> <p>It should be noted, however, that some of the resources including the Read Aloud Cards lack guidance that teachers may need following the lessons.</p>
<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</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>5a) Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</b></p>	Yes	<p>Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group, via activity suggestions. However, center based activities are not as developed as the others; the curriculum does provide “general suggestions for materials and activities that might be included...”</p>

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skill development.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>5b)</b> Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.	Yes	Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to boost confidence, motivation and enjoyment. These include Image Guides, Transition and Learning Center Cards, Activity Pages and Flip Books that all provide for enjoyment and motivation for each domain of the curriculum.
	<b>FOR ALL CURRICULUM TYPES:</b> <b>5c)</b> Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).	Yes	Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.). The additional materials provided with each domain are provided online for the adult to access. Activity Pages, Flip Books, Image Cards, and Transition Cards are all full color pages that can be used with each domain. The Core Knowledge Store also includes the Core Knowledge Stop and Think Songbook, Social Skills Posters and Preschool Classroom Pictorial Schedule Cards that can be incorporated into lessons.
<b>6. ASSESSMENT</b>  Materials offer assessment opportunities that accurately and appropriately measure progress.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <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).	Yes	Assessment opportunities are provided through Portfolio Collection, Assessment Opportunities, and Task Assessments.
	<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.	Yes	Methods of assessment are embedded throughout the day in the forms of Portfolio Collection, Assessment Opportunities, and Task Assessments. The Portfolio Collection is collected during center times, the Assessment Opportunities occur throughout the day and the Task Assessments are done during small groups.

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<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 type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><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 additional, alternate or modified activities or materials.</p>	<p><b>No</b></p>	<p>The General Overview Guide provides an outline of how teachers can support the varying needs of children (pp. 41-42) through Read-Alouds, Extension Activities, Routines, and Small Group Activities. The Guide (pp. 36-40) also details strategies that are supportive of ELL as well as children whose home language is English (e.g. Language Facilitation components that give strategies, suggestions and routines that allow teachers to develop oral language with vocabulary, syntax and production.). However, instructions on addressing the needs of these learners is not clearly explained or outlined within the lessons relative to these populations. There is a lack of explicit examples within the lessons for supporting children's varying needs such as: integrating ELL cultural experiences and background knowledge with the materials/activities, use of similarities between English and the child's home language (i.e. if the child's language contains some of the same phonemes as English, then using those phonemes for rhyming and beginning sound activities.)</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><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>A sample schedule is provided in the General Overview (p16) and allows for full day or half day programs. It also allows for adjustment of times based on teachers professional judgment.</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></p> <p><b>8a)</b> Provides a variety of activities to extend learning from the classroom into the home.</p>	<p><b>Yes</b></p>	<p>Family letters are provided for each unit suggesting ways for parents to support learning at home. Examples of high-quality texts and Nursery Rhymes and Songs are included throughout the curriculum.</p>
<p><b>FINAL EVALUATION:</b></p> <p><b>Tier 1 ratings</b> receive a "Yes" in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality.</p> <p><b>Tier 2 ratings</b> receive a "Yes" in Column 1 for all Non-Negotiable indicators but may receive "No" rating(s) for the Additional Indicators of Quality.</p> <p><b>Tier 3 ratings</b> receive a "No" in Column 1 for one or more of the Non-Negotiable indicators.</p>			

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<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	This curriculum provides instruction and content consistent with most of the Language and Literacy Birth to Five Standards.
	2. Appropriateness of Curriculum Materials and Activities	Yes	The daily schedule of activities provide appropriate and culturally sensitive experiences through both teacher-directed and student-initiated opportunities.
	3. Complexity of Curriculum Materials and Activities	Yes	The curriculum incorporates materials and activities that increase in complexity over time.
	4. Quality of Curriculum Materials and Activities	Yes	This curriculum provides multiple opportunities for read-alouds. These are primarily through informational text using "flip-books"; although, there is evidence of use of narrative read-aloud opportunities.
<b>II: Additional Indicators of Quality</b>	5. Implementation Format of Materials and Activities	Yes	Materials in multiple formats can be utilized throughout a variety of classroom settings.
	6. Assessment	Yes	Assessment opportunities occur throughout the daily schedule and within the context of the activities.
	7. Scaffolding and Support	No	Although the suggested daily schedule is flexible to meet the needs of children, there is no evidence to support children of varying needs.
	8. Activities/Materials Supporting Parental Participation	Yes	There are resources and opportunities to support learning in the home.
FINAL DECISION FOR THIS MATERIAL: <b>Tier II, Approaching quality</b>			

Appendix I.

Publisher Response

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: **Core Knowledge Language Arts**

Age Levels: **Three- year olds to Five-year olds**

Publisher: **Core Knowledge**

Copyright: **2014**

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

Overall Rating: **Tier II, Approaching quality**

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

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<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>Yes</p>	<p>The large majority of materials and activities provide opportunities and experiences that are aligned with the Louisiana Birth to Five Early Learning and Development Standards. This is not an integrated curriculum, but it does meet most of the standards for language and literacy. As part of the routine for every Domain (Unit), there are appropriate activities used to promote achievement of the standards, for example: weekly read alouds, center and free play, discussion cards, "Picture Talk", transition cards and image cards.</p> <p>Each lesson begins with outlining core content objectives, skills to be emphasized, and language arts objectives. Examples include:</p> <p>All About Me Lesson 2 (p. 64): Some objectives include: Describe themselves and their appearance (LL1 4.2); Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (LL6 4.1); With prompting and support, tell important facts and information from "I am Special" (LL4 4.2)</p> <p>Families and Communities Lesson 3 (p.78) Some objectives include: Given a word, provide a rhyming word (LL6 4.1); Point to the front cover, title, and back cover of a book (LL3 4.1); With prompting and support, ask and answer questions about unknown words in story (LL1 4.6); With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults (LL7 4.2)</p> <p>Plants Lesson 6 (p. 121) Some objectives include: With prompting and support, give the beginning sound of spoken word (LL6 4.4); With prompting and support, ask and answer who, what, where, when and why questions about story (LL1 4.1);</p>	

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			<p>Perform activities requiring small muscle control (LL7 4.1)</p> <p>With regard to meeting the standards, there is one exception: relative to Standard LL7. This standard calls for children to show increasing muscular control with writing instruments and the use of a combination of drawing, dictating and/or writing. The curriculum places a strong emphasis on correct strokes and handwriting. These expectations exceed the state’s standards (examples: small group “making sound pictures” and Activity pages for animals); Teacher’s Guide for Domain 4 indicates that “the majority of letters should be clearly recognizable” by the end of the domain.</p> <p>The curriculum incorporates focuses on phonological awareness, print knowledge, domain related vocabulary coupled with explicit instruction, and interactive read-alouds that focus on key concepts of each story/book.</p> <p>Additional examples of this are incorporated via the following materials and activities:</p> <p>Learning center cards are available and contain theme related vocabulary Domain 1: All About Me-Doctor’s Office Vocabulary includes ankle, arm, body, eyebrow, forehead, temperature, prescription, appointment, etc.</p> <p>Nursery rhymes and songs are integrated daily at the beginning of the school day Domain 3: Animals- Nursery Rhymes and Song Posters include “An Old Person of Ware”, “Here is the Beehive”, “Five Little Ducks”, “Eensy Weensy Spider” and “Hickety, Pickety, My Black Hen”. Dramatic Play lessons are in each domain. There are core objectives and ways to facilitate and stage the learning center. Domain 4: Plants-Farm Stand Vocabulary; Suggested phrases to</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>use; Student conversations; How to facilitate emergent writing.</p> <p>Hands on materials are provided in the Transition and Learning Center Cards Domain 3: Animals- Full color photographs of animals; animal hospital sign and cards with roles; suggested phrases to use; student conversations; facilitating emergent writing and vocabulary.</p> <p>Activity Pages to develop phonemic awareness. Domain 7: Habitats-Circle the sound picture for /o/,/c/,/g/, and/ i/; starting sound pages; and blending sounds train pages.</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>  <b>2a)</b> Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.</p>	<p><b>Yes</b></p>	<p>Materials and activities are provided through a variety of experiences. For example: arrival time, morning circle, learning centers, small groups, whole groups, book reading and transitions; teacher initiates large group and small group discussions daily; children are allowed to engage in their choice of center experiences. Center time and outdoor play allow for child-initiated activities. These times are built into the daily schedule and activities are built in for each domain throughout the curriculum. There is a sample daily schedule to help teachers plan.</p>	
	<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.</p>	<p><b>Yes</b></p>	<p>The curriculum provides substantial opportunities for systematic practice of skills in interactive and hands-on settings. Songs/Nursery rhymes include motions, and there are “Picture Talks”, experiments such as tasting of fruits and vegetables in the Plants Domain, activities such as “Solve the Riddle” and “Act It Out” for language development, and extensive dramatic play set up and suggestions for each domain. In the Animals Domain, the At-a-Glance chart includes Nursery Rhymes and songs Poster, Image Cards, stuffed animals or balls, Stories and</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Transition Cards which all help facilitate whole and small group activities in hands-on ways. Daily small group time includes games, playful language and phonemic awareness lessons.</p> <p>Even though there are opportunities for children to engage in hands-on activities, the use of worksheets for group and home learning are included in the resource manual, for example: identifying beginning sounds by circling a picture, identifying letter and sound by having children circle a letter and then write the letter, writing worksheets emphasizing strokes of letters. Additional examples are found in the Animals, Habitats and Families and Communities Domains which include Activity pages – writing worksheets (e.g. Chicken Coup, Bales of Hay, Drawing Zig-Zag lines; worksheets for rhyming and sound/letter match, Make a Rhyme worksheet, Sound Picture Match, My Horse, The Fence, Draw the Sound in a Word).</p>	
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2c) Materials and activities are culturally sensitive and appropriate.</b></p>	<p><b>Yes</b></p>	<p>Materials provide students with opportunities to develop an awareness and respect for differences among people. For example, pictures in the Family Domain effectively represent diversity. The definition of “family” is depicted in various ways including foster care, adoption, single-head households. Also, different family cultures and traditions are included. The Image Cards and Read Alouds use images of various nationalities and ages. Differing abilities are included as well.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<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>Yes</p>	<p>There is evidence that the materials and activities present a logical and coherent progression of complexity over time, especially in fine motor and phonemic awareness. For example, in the Habitat Domain (Teachers Guide pp. 7-8), it states “By this point in the school year.... Students have spent significant time in small groups learning to identify sound pictures and learning to segment and blend sounds in words” and “Students are expected to detect and manipulate sounds in words at this point in the year” (i.e. relative to phonemic awareness). In the Habitat unit (page 10), the text states, “At this point in the year, students should have established a tripod grip and should use that grip when forming writing strokes and letters”.</p> <p>Lessons early in the year focus on name recognition, words and syllables and blending compound words. In later Domains, the focus is on lower case letter recognition, beginning word wounds, blending and segmenting three-sound words.</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 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>	Yes	<p>This curriculum devotes a great amount of time to informational text although narrative texts are evident in each of the units. The curriculum relies heavily on photo "Flip Books" to convey informational concepts and material. These are utilized through the "Read-Aloud" of the day although there are other informational texts provided in the Animals, Families and Communities and Habitats Domains. (Flip Books are a collection of pictures and images; the Teacher guide provides teachers with suggested language to guide children through the read-aloud activity.)</p> <p>Vocabulary is drawn from the informational texts which are thematic in nature. Each unit contains a suggested, extensive list of trade books (both informational and narrative) designed to build additional background knowledge.</p> <p>There is frequent use of repeated reading of texts although some books may only be read twice. Because so much of the the text is informational in nature, children may not have as much opportunity to build from enjoyment of a story although there are opportunities to draw some inferences through a repeated reading.</p>	
	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b></p> <p><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>	N/A		

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	<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>	N/A		
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>4d) Adequate, explanatory materials for teachers are provided.</b></p>	Yes	<p>The General Overview and Core Knowledge Domains have adequate, explanatory materials for adults to implement lessons. Each domain is clearly outlined in terms of skills taught and expectations. Additional teacher tips are provided as well as extension activities, trade book lists and online resources.</p> <p>The Teacher Guides are clear and concise with thoroughly scripted directions for implementation. The guides explain how to use the flip books and guide the teacher through the text, procedures for “telling the story”, and what questions to ask.</p> <p>It should be noted, however, that some of the resources including the Read Aloud Cards lack guidance that teachers may need following the lessons.</p>	
<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</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>5a) Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</b></p>	Yes	<p>Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group, via activity suggestions. However, center based activities are not as developed as the others; the curriculum does provide “general suggestions for materials and activities that might be included...”</p>	

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skill development.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>5b)</b> Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.	Yes	Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to boost confidence, motivation and enjoyment. These include Image Guides, Transition and Learning Center Cards, Activity Pages and Flip Books that all provide for enjoyment and motivation for each domain of the curriculum.	
	<b>FOR ALL CURRICULUM TYPES:</b> <b>5c)</b> Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).	Yes	Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.). The additional materials provided with each domain are provided online for the adult to access. Activity Pages, Flip Books, Image Cards, and Transition Cards are all full color pages that can be used with each domain. The Core Knowledge Store also includes the Core Knowledge Stop and Think Songbook, Social Skills Posters and Preschool Classroom Pictorial Schedule Cards that can be incorporated into lessons.	
<b>6. ASSESSMENT</b>  Materials offer assessment opportunities that accurately and appropriately measure progress.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <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).	Yes	Assessment opportunities are provided through Portfolio Collection, Assessment Opportunities, and Task Assessments.	
	<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.	Yes	Methods of assessment are embedded throughout the day in the forms of Portfolio Collection, Assessment Opportunities, and Task Assessments. The Portfolio Collection is collected during center times, the Assessment Opportunities occur throughout the day and the Task Assessments are done during small groups.	

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<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 type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><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 additional, alternate or modified activities or materials.</p>	<p><b>No</b></p>	<p>Although extension ideas are present in order to reinforce content learned in other classroom activities (whole group, small group) there is no evidence of ideas, activities, or suggestions that focus on children with varying needs.</p>	<p>There are a variety of different ways that CKLA supports varying needs of children including but not limited to English language learners and children with special needs.</p> <p>The General Overview Guide outlines how CKLA was designed to support the needs of students with varying needs as well as providing specific routines and strategies that apply to all domains and lessons.</p> <ul style="list-style-type: none"> <li>• General Overview Guide, Supporting Diverse Learners section, pages 41-42 outlines supporting scaffolding within the program such as: <ul style="list-style-type: none"> <li>o Read-Alouds that have leveled questions and responses that can be given in both gestures or expressive language</li> <li>o Extension Activities that were designed to be adapted to scaffold students learning</li> <li>o Classroom routines that have both visual and verbal prompts to support English language learners</li> <li>o Small Group Activities that have differentiated levels of instruction and activities</li> <li>o Activity Pages that were designed to be adapted and modified based on students skills and abilities</li> </ul> </li> <li>• General Overview Guide, Language Facilitation, pages 36-40 outlines routines and strategies for supporting English language learners and Standard English language learners such as: <ul style="list-style-type: none"> <li>o Parallel Talk, Expansion, Labels and Object Descriptions, Self-Talk, Open Questions, Repetition</li> </ul> </li> </ul> <p>At the start of each domain teachers are guided on how to ensure that all students have equal access to the core content.</p> <ul style="list-style-type: none"> <li>• In Domain1: All About Me, page 13, in the “Note” section teachers are given ideas on</li> </ul>

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				<p>how to modify instruction to insure students that are visually, hearing, or physically impaired can access the content.</p> <p>Within each lesson there are suggestions for alternate or modified activities to support English language learners and students with special needs. These suggestions are found in the Teacher Tips portion of the lesson.</p> <ul style="list-style-type: none"> <li>In Domain 1: All About Me, page 191, in the “Teacher Tip” teachers are advised to scaffold and modify the “Attendance Routine” to have a smaller number of names to pick from rather than the entire class to ensure success for students who may be struggling finding their own name.</li> <li>In Domain 2: Families and Communities, page 105, in the “Teacher Tip” teachers are given alternate grouping suggestions in order to support students who struggle with attention or sitting still for a period of time.</li> <li>In Domain 3: Animals, page 48, in the “Teacher Tip” teachers are guided on how to modify a rhyming activity to scaffold students who are struggling with rhyming.</li> <li>In Domain 4: Plants, page 146, in the “Teacher Tip” teachers are directed to differentiated lessons and activities for students who need support for writing their names.</li> </ul> <p>Pausing Points are opportunities for teachers to use the assessments and observations to determine areas in which students are experiencing difficulty. Teachers can use the Skills Activities Summary to find activities that target particular areas of difficulty for students. Pausing Points are for a total of three days and since every domain has two Pausing Points, this totals to six days in each domain for supporting all learners. It is important to note that the Pausing Points not only have support pieces but</p>

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				<p>also extension and challenge pieces for students who excel.</p> <ul style="list-style-type: none"> <li>In Domain 3: Animals, page 164-171, Pausing Point 1</li> <li>In Domain 3: Animals, page 298-306, Pausing Point 2</li> </ul> <p>English language learners are supported by the components listed above as well as the Language Facilitation components of lessons. Within each domain at the lesson level, teachers will find Language Facilitation components that give strategies, suggestions, and routines that allow teachers to develop oral language with vocabulary, syntax, and production for English language learners and Standard English language learners.</p> <ul style="list-style-type: none"> <li>In Domain 2: Families and Communities, page 139, in “Language Facilitation” teachers are guided on how to use the repetition strategy to model articulation, pronunciation, syntax, and grammar in connection with students sharing about their traditions at home.</li> <li>In Domain 3: Animals, page 117, in “Language Facilitation” teachers are guided to develop vocabulary with the pretend play activity by using regalia that is around the students.</li> <li>In Domain 5: Habitats, page 208, in “Language Facilitation teachers are guided in supporting students who respond with one word to help them transition to a simple sentence.</li> </ul> <p>CKLA was developed to support all learners develop their literacy, content, and oral language skills. Through core instruction, specific strategies and routines, and support pieces CKLA allows teachers to meet the needs of the varied needs of students.</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 sample schedule is provided in the General Overview (p16) and allows for full day or half day programs. It also allows for adjustment of times based on teachers professional judgment.	
<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	Family letters are provided for each unit suggesting ways for parents to support learning at home. Examples of high-quality texts and Nursery Rhymes and Songs are included throughout the curriculum.	
<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	This curriculum provides instruction and content consistent with most of the Language and Literacy Birth to Five Standards.	
	2. Appropriateness of Curriculum Materials and Activities	Yes	The daily schedule of activities provide appropriate and culturally sensitive experiences through both teacher-directed and student-initiated opportunities.	
	3. Complexity of Curriculum Materials and Activities	Yes	The curriculum incorporates materials and activities that increase in complexity over time.	
	4. Quality of Curriculum Materials and Activities	Yes	This curriculum provides multiple opportunities for read-alouds. These are primarily through informational text using "flip-books"; although, there is evidence of use of narrative read-aloud opportunities.	
<b>II: Additional Indicators of Quality</b>	5. Implementation Format of Materials and Activities	Yes	Materials in multiple formats can be utilized throughout a variety of classroom settings.	
	6. Assessment	Yes	Assessment opportunities occur throughout the daily schedule and within the context of the activities.	
	7. Scaffolding and Support	No	Although the suggested daily schedule is flexible to meet the needs of children, there is no	

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	8. Activities/Materials Supporting Parental Participation	Yes	evidence to support children of varying needs. There are resources and opportunities to support learning in the home.	
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier II, Approaching quality</u></b>				

Appendix II.

Public Comments

There were no public comments submitted.