

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: **Frog Street Pre-K**

Age Levels: **Three and Four**

Publisher: **Frog Street Press**

Copyright: **2013**

Curriculum Type (Language/Literacy, Math, Integrated¹): **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.

¹ **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 |
|---|---|----------------------|--|
| TIER 1 AND 2 NON-NEGOTIABLES | | | |
| <p>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>FOR ALL INTEGRATED CURRICULA:</p> <p>1a) Large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (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"> ○ Approaches to Learning, ○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies ○ Language and Literacy Development ○ Physical Well-being and Motor Development and ○ Social-Emotional Development | <p>Yes</p> | <p>Curriculum is highly integrated, and designed to meet Louisiana Birth to Five Early Learning and Developmental Standards. Portal includes a correlation, with numerous Teacher Guide page citations for each standard.</p> <p>Approaches to Learning: this curriculum is largely play based. Persistence and commitment are emphasized and discussed with the children during Greeting Circle. Both whole group and learning center activities are set up to encourage problem solving and creative thinking. For example, in Theme 6 students are able to understand problem solving through cooperative play.</p> <p>Cognitive Development: Art, music and dance are incorporated into the curriculum daily. Math is hands on and follows a logical progression as laid out in the Introduction to Frog Street.</p> <p>Science and social studies are intertwined with other parts of the curriculum in the Content Connection portion of the day, and some science connections are evident in the Sensory Table activities as well as the Science Center.</p> <p>Language and Literacy: there are three read aloud times a day, with support for the teacher in building background and guiding children through the book. Vocabulary is provided in language, math, science and social studies. Small group literacy and writing activities support literacy learning.</p> <p>Physical: the curriculum provides both fine motor practice (in the fine motor and other centers) and gross motor activities for the classroom.</p> <p>Social Emotional: This curriculum incorporates Becky Bailey's Conscious Discipline, a widely recognized program of community building and social skills teaching.</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|--|----------------------|---|
| <p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>FOR ALL CURRICULUM TYPES: 2a) Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.</p> | <p>Yes</p> | <p>A balance of whole group and small group teacher led instruction followed by child selected learning centers are evident. For example, following instruction children are engaged in developmentally appropriate practice centers and theme centers supporting all domains for each week within a theme.</p> |
| | <p>FOR ALL CURRICULUM TYPES: 2b) 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>Yes</p> | <p>Daily instruction incorporates physical engagement, oral interaction and hands-on experiences as related to the learning goals. For example, in the Animal theme (week 2) children tap rhythm sticks to determine syllables, discussion is provided using teacher-led open-ended questions concerning monkeys. Students apply gained knowledge in hands on learning centers of their choice.</p> |
| | <p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are culturally sensitive and appropriate.</p> | <p>Yes</p> | <p>Racially diverse children are shown in the manuals and other materials, and some of the recommended supplementary books show diversity. There is also one suggestion/activity for each theme in the front of the Teacher Guide under "Cultural Sensitivity," with focus consistently on the appreciation of uniqueness. For example, in Theme 6 emphasis is on frequent special celebrations with respect to all families as students share their traditions. Diverse books, stories and games are represented as well as a flipbook of "Cultural Rhymes."</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|--|---|----------------------|---|
| <p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>FOR ALL CURRICULUM TYPES:</p> <p>3a) 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>Key aspects of the fields of language, literacy and math are clearly delineated in the "Welcome to Frog Street" e-book. They follow a logical sequence, increasing in complexity over time. Materials and activities exhibit progression as outlined by state standards. For example, in Theme 1 students simply gain familiarity with manipulatives utilized to learn concrete math skills. By mid year, in Theme 4&5 children grow to understand the relationship between number and quantities Lastly, in Theme 9 students study addition and subtraction. (CM1 and 2).</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|--|----------------------|--|
| <p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</p> <p>4a) Language development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> • Significant time spent on reading appropriately complex books aloud to children, drawing from a balance of narrative and informational text • 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 • 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 | <p>Yes</p> | <p>Daily Program schedule calls for three read alouds during a full day. Two books are suggested daily, the third read aloud can be used for another related book or for a reread.</p> <p>Each theme contains a lists of books for the teacher to pull from his or her "collection" or the school library.</p> <p>Books are reread 2-3 times in a week, with accompanying information about building on prior knowledge and story enjoyment. Informational texts are included in the program. Of 35 theme books, 13 are informational texts, and the Science Library contains 6 informational texts.</p> |
| | <p>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</p> <p>4b) 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 <i>Louisiana Birth to Five Early Learning and Development Standards</i>.</p> | <p>Yes</p> | <p>Major math strands in the curriculum are Numbers and Operations, Geometry and Spatial Awareness, Measuring, Classification and Patterns, and Data Collection and Analysis. These are in accord with the Louisiana Birth to Five Early Learning and Development Standards: numeration, patterns and math operations, attributes and measurement, and shapes and properties. Hands on activities build math concepts.</p> <p>A substantial amount of time is dedicated to standard CM1. For each indicator at least 75% or 7 of the 9 themes provide experiences with understanding, representing and relating number concepts.</p> <p>For example, in Theme 9, page 104 students use manipulatives representing seeds and trees to compare quantities.</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|----------|---|----------------------|---|
| | <p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4c) Math materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> • Promote children’s acquisition and use of the language and vocabulary of math • Promote conceptual understanding of math content • Promote children’s development of perseverance and persistence in solving problems | Yes | <p>Math vocabulary is included daily, math vocabulary cards are part of the curriculum, and use of math words is encouraged during small group.</p> <p>Math lessons are taught only in small group and are hands on to maximize understanding and assimilation of concepts. Math activities align with state standards to support conceptual understanding. For example, in Theme 6 manipulatives are used to represent numeral quantity. Theme 7 incorporates number line relationships.</p> <p>Perseverance and persistence are underlying values of the program, and are openly discussed and encouraged in all activities. Problem solving is a component of many lessons. For example, page 26 in the “Choices” manual contains a math lesson on size seriation in which children are encouraged to make a connection to “Goldilocks and the Three Bears,” then arrange card sets with partners in size order.</p> |
| | <p>FOR ALL CURRICULUM TYPES: 4d) Adequate, explanatory materials for teachers are provided.</p> | Yes | <p>The explanation of center set up and center routines is clear and helpful. Prior teaching knowledge/experience is assumed in much of the curriculum. There is an abundance of material, but an inexperienced teacher may have difficulty processing it and being successful without sufficient training.</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|----------------------|---|
| ADDITIONAL INDICATORS OF QUALITY | | | |
| 5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | FOR ALL CURRICULUM TYPES: 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. | Yes | The daily schedule provides for whole group read-aloud time, closing circle and morning message) small group (literacy and math lessons); and 13 interest centers provide time for individual choice and instruction. |
| | FOR ALL CURRICULUM TYPES: 5b) Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning. | Yes | Posters, learning card sets, story folders with magnetic characters for retelling, e-books, CDs and interactive software are provided, as well as an assortment of manipulatives so that all types of learners will be engaged. For each theme, additional interest activities are suggested through books, thematic bulletin board and projects to extend their learning. For example, in the animal theme children become "tour guides" in the museum created. |
| | FOR ALL CURRICULUM TYPES: 5c) 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 various formats: print books, manipulatives, music, digital (CD/DVD), interactive software, and charts. |
| 6. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | FOR ALL CURRICULUM TYPES: 6a) Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples). | Yes | Assessments measure critical skills defined in each of the domains of the standards. The program also offers a variety of assessment methods including a Summative Assessment, meant to be filled out four times a year. Weekly assessment forms, with suggestions on how to observe and evaluate the child's learning. There is also a teacher e-book about The Portfolio approach, and there are reminders throughout the Teacher Guides about collecting portfolio items. There are printables for the teacher, which list skills that may be observed in each Learning Centers. |
| | FOR ALL CURRICULUM TYPES: 6b) Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, | Yes | Assessment is embedded within thematic lesson indicating optimal time to evaluate understanding. For example, daily lessons contain |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|--|----------------------|--|
| | center/activity times, transitions, etc.) within the daily schedule. | | "Focus" point for evaluation. Because small groups in literacy and math are scheduled daily with all children, it is easy to observe their progress with skills. "Practice Centers" with a focus on the skills provide further opportunities for embedded assessment. |
| 7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | FOR ALL CURRICULUM TYPES: 7a) 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. | Yes | Developmental storybooks support differential instruction by offering stories with three different levels of comprehension. Daily lessons include boxes with suggestions for ELL, Special Needs, and adaptations and strategies to aid instruction. Teacher resources also include e-books concerning special needs children, multiple intelligences, and ELLs. |
| | FOR ALL CURRICULUM TYPES: 7b) Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests. | Yes | Schedule allows for adjustments to support student interests, as well as the knowledge and resources of an experienced teacher. Page 32 in the Welcome to Frog Street e-book suggests typical full and half day schedules, and makes recommendations about the importance of small group and center time, but does not tell the teacher to adhere rigidly to the schedule. |
| 8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | FOR ALL CURRICULUM TYPES: 8a) Provides a variety of activities to extend learning from the classroom into the home. | Yes | Learning is reinforced from home through thematic newsletters, books for home reading, reminders of upcoming major events and Parents are Teachers Too mats with suggested theme activities to be done at home. |
| FINAL EVALUATION: 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. | | | |
| Compile the results of Sections I and II to make a final decision for the material under review | | | |
| I: Non-Negotiables | 1. Content Within the Parameters of the Standards | Yes | Curriculum is highly integrated, and designed to meet Louisiana Birth to Five Early Learning and |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|----------|---|----------------------|--|
| | | | Developmental Standards. Portal includes a correlation, with numerous Teacher Guide page citations for each standard. |
| | 2. Appropriateness of Curriculum Materials and Activities | Yes | A balance of whole group and small group teacher led instruction followed by child selected learning centers are evident. Daily instruction incorporates physical engagement, oral interaction and hands-on experiences as related to the learning goals. Racially diverse children are shown in the manuals and other materials, and some of the recommended supplementary books show diversity. However, diversity is not apparent in other forms (differently abled children, women in nontraditional jobs). It would be important for the teacher to bring in other literature and to carry out the "Cultural Sensitivity" activities regularly. |
| | 3. Complexity of Curriculum Materials and Activities | Yes | Key aspects of the fields of language, literacy and math are clearly delineated in the "Welcome to Frog Street" e-book. They follow a logical sequence, increasing in complexity over time. Materials and activities exhibit progression as outlined by state standards. However, literacy expectations at year start are not appropriate for all 3 and 4 year olds. On day 2 (TG for My School and Me, p 31) children are encouraged to "say the names of the letters in their name," and on day 3 (same guide, p 36) children are expected name the beginning letter of vocabulary words and match them to letters on the "letter wall." Page 147 contains very elevated language, which children may not understand in the lesson about senses. |
| | 4. Quality of Curriculum Materials and Activities | Yes | Daily Program schedule calls for three read alouds during a full day. Two books are suggested daily, the third read aloud can be used for another related book or for a reread. Literature is program materials, which are sometimes simplistic and don't show progression in difficulty. Of 35 theme books, 13 |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|----------------------|--|
| | | | <p>are informational texts, and the Science Library contains 6 informational texts. Again, the language and concepts are oversimplified, especially for 4 year olds. It would be necessary for the teacher to supplement in order to provide a balance of high quality informational and narrative texts.</p> <p>Major math strands in the curriculum are Numbers and Operations, Geometry and Spatial Awareness, Measuring, Classification and Patterns, and Data Collection and Analysis. These are in accord with the Louisiana Birth to Five Early Learning and Development Standards: numeration, patterns and math operations, attributes and measurement, and shapes and properties. Math vocabulary is included daily, math vocabulary cards are part of the curriculum, and use of math words is encouraged during small group.</p> <p>Although much teacher material is supplied, novice teachers will require support and assistance in carrying out some parts of the program.</p> |
| II: Additional Indicators of Quality | 5. Implementation Format of Materials and Activities | Yes | The curriculum is delivered through a balance of teacher and student initiated activities, with different sizes of groups throughout. Supplementary materials are varied and engaging. |
| | 6. Assessment | Yes | Assessments measure critical skills defined in the standards through a variety of methods. |
| | 7. Scaffolding and Support | Yes | Daily schedule is flexible, and each lesson contains suggestions for making adjustments for special needs and ELL learners. |
| | 8. Activities/Materials Supporting Parental Participation | Yes | School home connections are accessed through the Family tab, and are plentiful and useful. |
| FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u> | | | |

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: **Frog Street Pre-K**

Age Levels: **Three and Four**

Publisher: **Frog Street Press**

Copyright: **2013**

Curriculum Type (Language/Literacy, Math, Integrated¹): **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.

¹ **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 | PUBLISHER RESPONSE |
|---|---|----------------------|---|--------------------|
| TIER 1 AND 2 NON-NEGOTIABLES | | | | |
| <p>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>FOR ALL INTEGRATED CURRICULA:</p> <p>1a) Large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (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"> ○ Approaches to Learning, ○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies ○ Language and Literacy Development ○ Physical Well-being and Motor Development and ○ Social-Emotional Development | <p>Yes</p> | <p>Curriculum is highly integrated, and designed to meet Louisiana Birth to Five Early Learning and Developmental Standards. Portal includes a correlation, with numerous Teacher Guide page citations for each standard.</p> <p>Approaches to Learning: this curriculum is largely play based. Persistence and commitment are emphasized and discussed with the children during Greeting Circle. Both whole group and learning center activities are set up to encourage problem solving and creative thinking. For example, in Theme 6 students are able to understand problem solving through cooperative play.</p> <p>Cognitive Development: Art, music and dance are incorporated into the curriculum daily. Math is hands on and follows a logical progression as laid out in the Introduction to Frog Street.</p> <p>Science and social studies are intertwined with other parts of the curriculum in the Content Connection portion of the day, and some science connections are evident in the Sensory Table activities as well as the Science Center.</p> <p>Language and Literacy: there are three read aloud times a day, with support for the teacher in building background and guiding children through the book. Vocabulary is provided in language, math, science and social studies. Small group literacy and writing activities support literacy learning.</p> <p>Physical: the curriculum provides both fine motor practice (in the fine motor and other centers) and gross motor activities for the classroom.</p> <p>Social Emotional: This curriculum incorporates Becky Baily's Conscious Discipline, a widely recognized program of community building and social skills teaching.</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
|---|--|----------------------|--|--|
| <p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>FOR ALL CURRICULUM TYPES: 2a) Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.</p> | <p>Yes</p> | <p>A balance of whole group and small group teacher led instruction followed by child selected learning centers are evident. For example, following instruction children are engaged in developmentally appropriate practice centers and theme centers supporting all domains for each week within a theme.</p> | |
| | <p>FOR ALL CURRICULUM TYPES: 2b) 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>Yes</p> | <p>Daily instruction incorporates physical engagement, oral interaction and hands-on experiences as related to the learning goals. For example, in the Animal theme (week 2) children tap rhythm sticks to determine syllables, discussion is provided using teacher-led open-ended questions concerning monkeys. Students apply gained knowledge in hands on learning centers of their choice.</p> | |
| | <p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are culturally sensitive and appropriate.</p> | <p>Yes</p> | <p>Racially diverse children are shown in the manuals and other materials, and some of the recommended supplementary books show diversity. There is also one suggestion/activity for each theme in the front of the Teacher Guide under "Cultural Sensitivity," with focus consistently on the appreciation of uniqueness. For example, in Theme 6 emphasis is on frequent special celebrations with respect to all families as students share their traditions. Diverse books, stories and games are represented as well as a flipbook of "Cultural Rhymes." However, diversity is not apparent in other forms (differently abled children, women in nontraditional jobs). It would be important for the teacher to bring in other literature and to carry out the "Cultural Sensitivity" activities regularly.</p> | <p>In response to "Diversity is not apparent in other forms:" Examples of differently abled children and adults in literature: •Body Talk and Rhyme - Child pictured on pages 5, 7, 8, 12, 19 has one arm •A to Z; Before and Now, Christina and the Frog, Gram is Coming to My House, Meet the Grandparents, Neighborhood Helpers, This Way to Pre-K, Numeral Dance – children and adults with visual disabilities •This Way to Pre-K, Numeral Dance, Helping Hands, Tools That Help Me – differently abled children Examples of differently abled children and adults – Photo Activity Cards #65, #71, #78 Examples of women in nontraditional jobs in literature: Neighborhood Helpers (firefighter, dentist) Examples of women in nontraditional jobs – Photo Activity Cards #75 Dentist, #76 Veterinarian, #84 Mail Carrier</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
|--|---|----------------------|--|---|
| <p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>FOR ALL CURRICULUM TYPES:</p> <p>3a) 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>Key aspects of the fields of language, literacy and math are clearly delineated in the "Welcome to Frog Street" e-book. They follow a logical sequence, increasing in complexity over time. Materials and activities exhibit progression as outlined by state standards. For example, in Theme 1 students simply gain familiarity with manipulatives utilized to learn concrete math skills. By mid year, in Theme 4&5 children grow to understand the relationship between number and quantities Lastly, in Theme 9 students study addition and subtraction. (CM1 and 2)</p> <p>However, literacy expectations at year start are not appropriate for all 3 and 4 year olds. On day 2 (TG for My School and Me, p 31) children are encouraged to "say the names of the letters in their name," and on day 3 (same guide, p 36) children are expected to name the beginning letter of vocabulary words and match them to letters on the "letter wall." Page 147 contains very elevated language, which children may not understand in the lesson about senses.</p> | <p>In response to: "Literacy expectations at year start are not appropriate for all 3 and 4 year olds."</p> <p>The ABC Center on page 31 of My School and Me provides multi-levels of activities for children to explore with the letters in the name. 1) Match the first letter of their name; 2) Say the letters in their name; 3) Copy their name with magnetic letters.</p> <p>Center activities are encouraged for exploring and investigating, not for exhibiting mastery.</p> <p>The Note to the teacher for this center suggests using this activity to observe children's recognition and knowledge of alphabet letters. Throughout the curriculum, children visit and revisit letters. See the sequence of letter repetition on page 33-34 of the Welcome to Frog Street Pre-K Guide.</p> <p>Mastery of letter names is an end of the year outcome.</p> <p>The Literacy Small Group lesson page 36 of Teacher Guide 1 is the introduction of the Letter Wall. In small groups, the teacher explains the purpose and use. The lesson focuses on naming the letters using the ABC song. There is a Challenge activity in this lesson to scaffold the instruction for children with higher skill levels that encourages matching the first letter of the vocabulary card word to the letter on the letter wall. This builds visual acuity of the form.</p> <p>See the learning center activities to support recognizing letter shapes and letter names with additional support for English Language Learners and Special Needs Adaptations.</p> <p>The Content Connection on page 147 allows for</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | | | | <p>self-expression of opinions based on children's experiences. Previous lessons have used the vocabulary of feelings, frown, smile, happy, etc.</p> <p>The Closing Circle on page 147 refers to the Safe Place, Daily Commitments and Kindness Tree. These activities were introduced in Week 1 and have been part of the Closing Circle routine for 17 days. Many children should be familiar with the vocabulary due to multiple exposures and modeling.</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| <p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</p> <p>4a) Language development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> • Significant time spent on reading appropriately complex books aloud to children, drawing from a balance of narrative and informational text • 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 • 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 | <p>Yes</p> | <p>Daily Program schedule calls for three read alouds during a full day. Two books are suggested daily, the third read aloud can be used for another related book or for a reread. Literature is program materials, which are sometimes simplistic and don't show progression in difficulty. Each theme does contain lists of books for the teacher to pull from his or her "collection" or the school library, but supplied literature is inadequate. Some books are reread 2-3 times in a week, with accompanying information about building on prior knowledge and story enjoyment. Informational texts are included in the program. Of 35 theme books, 13 are informational texts, and the Science Library contains 6 informational texts. Again, the language and concepts are oversimplified, especially for 4 year olds. It would be necessary for the teacher to supplement in order to provide a balance of high quality informational and narrative texts.</p> | <p>In response to: "Supplied literature is inadequate and the language and concepts are oversimplified, especially for 4 year olds."</p> <p>Informational Texts: 20 Titles Our Senses, Machines Large and Small, Neighborhood Helpers, Homes for Everyone, Meet My Grandparents, Body Talk in Rhyme, Food Around the Word, Giants Made by People, Nature's Giants, Our Muscles, Farm Animals, Welcome to Zippity Zoo, Animal Lives, Edie's Backyard Bugs, How Do Animals Use Their Mouths?, How Do Animals Use Their Eyes?, How Do Animals Use Their Ears?, Critter Hide and Seek, Helping Hands, Tools that Help Me</p> <p>Strategy Card H encourages teachers to level the introduction of Tiered Vocabulary with multiple strategies. Robust vocabulary is woven throughout the literature.</p> <p>Narrative Texts: 20 Titles The Three Little Pigs Developmental Storybook, The Three Billy Goats Gruff Developmental Storybook, Sara Sidney's Runaway Adventure, Once Upon a Time in Dragon Land, The Gift, Charlie Chipmunk's Thoughtful Choices, Little Red, The Frog Prince, The Rooster Who Went to His Uncle's Wedding, The Do-Nothing Machine, Dance!, Gram is Coming to My House, Cristina and the Frog, A Chance for Esperanza, Shubert's New Friend, Shubert Is A Star, Shubert's Helpful Day, Shubert's Big Voice, The Button, Animal Friends</p> <p>Additional Narrative Stories: 34 Magnetic Story Folders Strategy Card H encourages teachers to level the introduction of Tiered Vocabulary with multiple strategies. Robust vocabulary is woven throughout the literature. (The Three Little Pigs – ambled; Little Red – sensations)</p> |

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| | | | | |
| | <p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4b) 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 Louisiana Birth to Five Early Learning and Development Standards.</p> | <p>Yes</p> | <p>Major math strands in the curriculum are Numbers and Operations, Geometry and Spatial Awareness, Measuring, Classification and Patterns, and Data Collection and Analysis. These are in accord with the Louisiana Birth to Five Early Learning and Development Standards: numeration, patterns and math operations, attributes and measurement, and shapes and properties. Hands on activities build math concepts.</p> <p>A substantial amount of time is dedicated to standard CM1. For each indicator at least 75% or 7 of the 9 themes provide experiences with understanding, representing and relating number concepts.</p> <p>For example, in Theme 9, page 104 students use manipulatives representing seeds and trees to compare quantities.</p> | |

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| | <p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4c) Math materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> Promote children’s acquisition and use of the language and vocabulary of math Promote conceptual understanding of math content Promote children’s development of perseverance and persistence in solving problems | Yes | <p>Math vocabulary is included daily, math vocabulary cards are part of the curriculum, and use of math words is encouraged during small group.</p> <p>Math lessons are taught only in small group and are hands on to maximize understanding and assimilation of concepts. Math activities align with state standards to support conceptual understanding. For example, in Theme 6 manipulatives are used to represent numeral quantity. Theme 7 incorporates number line relationships.</p> <p>Perseverance and persistence are underlying values of the program, and are openly discussed and encouraged in all activities. Problem solving is a component of many lessons. For example, page 26 in the “Choices” manual contains a math lesson on size seriation in which children are encouraged to make a connection to “Goldilocks and the Three Bears,” then arrange card sets with partners in size order.</p> | |
| | <p>FOR ALL CURRICULUM TYPES: 4d) Adequate, explanatory materials for teachers are provided.</p> | Yes | <p>The explanation of center set up and center routines is clear and helpful. Prior teaching knowledge/experience is assumed in much of the curriculum. There is an abundance of material, but an inexperienced teacher may have difficulty processing it and being successful.</p> | <p>In response to: "Inexperienced teachers may have difficulty processing the abundance of materials and being successful."</p> <p>Frog Street Professional Learning workshops provide customized training based on customer needs. Training is considered a partnership between Frog Street, the teachers and administrators. Every effort is made to support novice and experienced teachers in areas identified as needs.</p> <p>Professional Development for specific areas such as classroom management involving setting up intentional and investigative centers can be customized for inexperienced teachers.</p> |

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| ADDITIONAL INDICATORS OF QUALITY | | | | |
| 5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | FOR ALL CURRICULUM TYPES: 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. | Yes | The daily schedule provides for whole group read-aloud time, closing circle and morning message) small group (literacy and math lessons); and 13 interest centers provide time for individual choice and instruction. | |
| | FOR ALL CURRICULUM TYPES: 5b) Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning. | Yes | Posters, learning card sets, story folders with magnetic characters for retelling, e-books, CDs and interactive software are provided, as well as an assortment of manipulatives so that all types of learners will be engaged. For each theme, additional interest activities are suggested through books, thematic bulletin board and projects to extend their learning. For example, in the animal theme children become "tour guides" in the museum created. | |
| | FOR ALL CURRICULUM TYPES: 5c) 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 various formats: print books, manipulatives, music, digital (CD/DVD), interactive software, and charts. | |
| 6. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | FOR ALL CURRICULUM TYPES: 6a) Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples). | Yes | Assessments measure critical skills defined in each of the domains of the standards. The program also offers a variety of assessment methods including a Summative Assessment, meant to be filled out four times a year. Weekly assessment forms, with suggestions on how to observe and evaluate the child's learning. There is also a teacher e-book about The Portfolio approach, and there are reminders throughout the Teacher Guides about collecting portfolio items. There are printables for the teacher, which list skills that may be observed in each Learning Centers. | |
| | FOR ALL CURRICULUM TYPES: 6b) Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, | Yes | Assessment is embedded within thematic lesson indicating optimal time to evaluate understanding. For example, daily lessons contain | |

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| | center/activity times, transitions, etc.) within the daily schedule. | | "Focus" point for evaluation. Because small groups in literacy and math are scheduled daily with all children, it is easy to observe their progress with skills. "Practice Centers" with a focus on the skills provide further opportunities for embedded assessment. | |
| 7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | FOR ALL CURRICULUM TYPES: 7a) 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. | Yes | Developmental storybooks support differential instruction by offering stories with three different levels of comprehension. Daily lessons include boxes with suggestions for ELL, Special Needs, and adaptations and strategies to aid instruction. Teacher resources also include e-books concerning special needs children, multiple intelligences, and ELLs. | |
| | FOR ALL CURRICULUM TYPES: 7b) Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests. | Yes | Schedule allows for adjustments to support student interests, as well as the knowledge and resources of an experienced teacher. Page 32 in the Welcome to Frog Street e-book suggests typical full and half day schedules, and makes recommendations about the importance of small group and center time, but does not tell the teacher to adhere rigidly to the schedule. | |
| 8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | FOR ALL CURRICULUM TYPES: 8a) Provides a variety of activities to extend learning from the classroom into the home. | Yes | Learning is reinforced from home through thematic newsletters, books for home reading, reminders of upcoming major events and Parents are Teachers Too mats with suggested theme activities to be done at home. | |
| FINAL EVALUATION: <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. | | | | |
| Compile the results of Sections I and II to make a final decision for the material under review | | | | |
| I: Non-Negotiables | 1. Content Within the Parameters of the Standards | Yes | Curriculum is highly integrated, and designed to meet Louisiana Birth to Five Early Learning and | |

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| | | | Developmental Standards. Portal includes a correlation, with numerous Teacher Guide page citations for each standard. | |
| | 2. Appropriateness of Curriculum Materials and Activities | Yes | A balance of whole group and small group teacher led instruction followed by child selected learning centers are evident. Daily instruction incorporates physical engagement, oral interaction and hands-on experiences as related to the learning goals. Racially diverse children are shown in the manuals and other materials, and some of the recommended supplementary books show diversity. However, diversity is not apparent in other forms (differently abled children, women in nontraditional jobs). It would be important for the teacher to bring in other literature and to carry out the "Cultural Sensitivity" activities regularly. | See response above under 2c |
| | 3. Complexity of Curriculum Materials and Activities | Yes | Key aspects of the fields of language, literacy and math are clearly delineated in the "Welcome to Frog Street" e-book. They follow a logical sequence, increasing in complexity over time. Materials and activities exhibit progression as outlined by state standards. However, literacy expectations at year start are not appropriate for all 3 and 4 year olds. On day 2 (TG for My School and Me, p 31) children are encouraged to "say the names of the letters in their name," and on day 3 (same guide, p 36) children are expected name the beginning letter of vocabulary words and match them to letters on the "letter wall." Page 147 contains very elevated language, which children may not understand in the lesson about senses. | See response above under 3a |
| | 4. Quality of Curriculum Materials and Activities | Yes | Daily Program schedule calls for three read alouds during a full day. Two books are suggested daily, the third read aloud can be used for another related book or for a reread. Literature is program materials, which are sometimes simplistic and don't show progression in difficulty. Of 35 theme books, 13 | See response above under 4a |

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| | | | <p>are informational texts, and the Science Library contains 6 informational texts. Again, the language and concepts are oversimplified, especially for 4 year olds. It would be necessary for the teacher to supplement in order to provide a balance of high quality informational and narrative texts.</p> <p>Major math strands in the curriculum are Numbers and Operations, Geometry and Spatial Awareness, Measuring, Classification and Patterns, and Data Collection and Analysis. These are in accord with the Louisiana Birth to Five Early Learning and Development Standards: numeration, patterns and math operations, attributes and measurement, and shapes and properties. Math vocabulary is included daily, math vocabulary cards are part of the curriculum, and use of math words is encouraged during small group.</p> <p>Although much teacher material is supplied, novice teachers will require support and assistance in carrying out some parts of the program.</p> | |
| II: Additional Indicators of Quality | 5. Implementation Format of Materials and Activities | Yes | The curriculum is delivered through a balance of teacher and student initiated activities, with different sizes of groups throughout. Supplementary materials are varied and engaging. | |
| | 6. Assessment | Yes | Assessments measure critical skills defined in the standards through a variety of methods. | |
| | 7. Scaffolding and Support | Yes | Daily schedule is flexible, and each lesson contains suggestions for making adjustments for special needs and ELL learners. | |
| | 8. Activities/Materials Supporting Parental Participation | Yes | School home connections are accessed through the Family tab, and are plentiful and useful. | |
| FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u> | | | | |

Appendix II.

Public Comments

There were no public comments submitted.