Instructional Materials Evaluation Tool for Alignment in Resources for Children Ages Three and Four

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: **Fireflies** Age Levels: **Three and Four**

Publisher: **FunShine Express** Copyright: **2014**

Curriculum Type (Language/Literacy, Math, Integrated[1]): **Integrated**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
1. Within Parameters of Stnds. (Non-Negotiable)	3. Complexity of Materials (Non-Negotiable)
2. Appropriateness of Materials (Non-Negotiable)	4. Quality of Materials (Non-Negotiable)

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			
1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS Materials and activities are consistent with the *Louisiana Birth to Five Early Learning and Development Standards*. ☒ Yes ☐ No	**FOR ALL INTEGRATED CURRICULA:** **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: o Approaches to Learning, o Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies o Language and Literacy Development o Physical Well-being and Motor Development and o Social-Emotional Development	**Yes**	A large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards across all domains of the standards. An outline of Learning Goals and Objectives is included with the Fireflies curriculum. These goals and objectives are also listed with each activity in the Monthly Activity Guides. Examples of standards addressed include: Approaches to Learning: AL 2 and AL3 - (Sept.): Name Hunt (September); AL 4 - (Sept.) - Circle Shape Recognition Creative Thinking and Expression: CC1 (Dec.) Sounds of the Seasons; CC2 (Dec.) Gingerbread house. Many of the art activities are more craft-like in nature placing some limitation on exploration and self-expression. Math: CM1 (Sept.) Apple Seeds Learning Center; CM3 (Jan.) Math Sequencing Wheels, CM4 (Feb.) Heart Shape Recognition Science: CS 1 (Oct.) Does It Float? CS 3 (Oct.) Spider Hunt, CS4 (Feb.) Is It Spring? Social Studies: CSS1: (Sept.) Grandparent's Day Bookmarks, CSS4: (Dec.) Daily Basics (Discuss/Do - Hanukkah) Language and Literacy Development: LL 4 - Book lists are provided for each theme; LL6 rhymes/finger plays are included weekly; LL2 - there are opportunities for conversations and use of new vocabulary in each theme; LL5 - there are opportunities to learn letters, how they are written and the associated sound Physical Well Being and Motor Development: PM

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			1 - (Mar.) Cat in the Hat Toss; PM2 (Oct.) Spider Wrap Social Emotional: Character Counts activities are included in each theme; SE 2 (Mar.) Igor the Imaginative Iguana
2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **2a)** Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.	**Yes**	The Funshine Fireflies curriculum provides a balance of teacher-directed and child-initiated experiences for the children. For example, Social/Emotional learning is provided through Character Counts each month where the teacher directs lessons on various character traits. September begins with Sammy the Smart Skunk and a lesson on how children can use listening ears and their brain to remember information they have learned. Dramatic Play activities are embedded throughout the units that allow for child-initiated experiences with various suggested materials. In March, the Dramatic Play is Library Time in which the students have various materials from a library setting in which to play librarian and patrons. An extension of a field trip is also suggested. Creative arts are offered each day with various activities that allow for suggested materials that the children can choose from. In May, the students can make a freestyle art with chalk. Suggestions are also given for outside time with chalk if the weather permits.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.	**Yes**	Materials and activities allow for hands-on approaches to learning. In an October math lesson, triangles are used to manipulate and learn about the various attributes. When learning about transportation in January, the literacy lesson calls for the use of whistles and bells to learn about various transportation sounds and for science the materials call for use of magnifying glasses, wheels, circle molds, pieces of rubber and gravel to investigate and observe how wheels and tires work. In April when learning to recognize letters, students use flower cutouts with upper and lowercase letters on them to read what letter is printed on their flower.
	FOR ALL CURRICULUM TYPES: **2c)** Materials and activities are culturally sensitive and appropriate.	**Yes**	Materials in the Funshine Curriculum are culturally diverse. Included are holiday celebrations to provide a "multicultural educational approach by offering a sample of different cultures and or religions". The books and activities provided can be used or adapted to meet the needs of the children using the curriculum. In December, the themes include Joyful Jamboree and Gingerbread and Jingle Bells. The concepts include holidays, St. Nicholas Day, Hanukkah, Christmas, Kwanzaa and New Year's Eve for example, and the materials and activities. The skills and activities presented during each unit are skills in which children at the 3-and 4-year-old level should be learning and doing. From themes such as Apples Everywhere, to colors, letters, numbers and shapes, this curriculum provides appropriate activities for hands on learning.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES ☐ Yes ☒ No	**FOR ALL CURRICULUM TYPES:** **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).	**No**	While the materials and activities are presented in a logical and coherent progression of complexity over time for both math and science, there is not as much evidence for language and literacy. For example, math begins with one to one correspondence and numbers then progresses to shapes and various math skills such as patterning and measurement. The math activities in December include star shape recognition, number nine and ten, sorting tree and bow sorting just to name a few. In addition, science activities in October began with textures, sink and float, and characteristics of pumpkins and then progress to skills in April such as seed mysteries, clouds, space, and air. Language and Literacy skills seem to stay consistent throughout the monthly units. While the Word Wall words change and increase, the way in which letters are introduced and taught remains the same month after month. For example, in October letter D, E, and F creatures are made followed by a treasure hunt review of letters D, E, and F. In April, letter creatures for V, W, and X are made, followed by a treasure hunt review of letters V, W, and X. The curriculum provides a book of the month with a first read for the class, after which the book is placed in the literacy area for children to look through during free time. Many of the same skills are covered from month to month during the read aloud. Identification of letter sounds is covered from the earliest units at a time when most children would not be able to make a connection between letters and their associated sounds.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES ☐ Yes ☒ No	**FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:** **4a) Language development** is emphasized through resources and activities that support the following: • 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	**No**	The outline of the curriculum does not indicate that there is a significant amount of time spent reading aloud to children, particularly in repeated readings. A book list filled with both narrative and informational text is given with each theme; however, only one book of the month is explicitly shared with the children. There are questions and topics to discuss on the first read of the book of the month, but nowhere in the lessons does it refer to going back for a repeated read. For example, in December "Downhill Fun" is read, with questions and extension activities given in the guide, but it is never mentioned again after the first read. Another example, appears in in April "I See Spring" is read, with the title, author, and illustrator discussed as well as higher order questions; but, it is never mentioned again in the monthly plans.
	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*.	**Yes**	Math materials and activities devote a large majority of time to the development of understanding numbers, ways to represent numbers, and the relationships between numbers and quantities. The math lessons begin with numbers 1-3 in September and quickly advance to 7 and 8 by November. Various activities such as math games and songs help the children develop an understanding of numbers in a hands-on way. The November activity, "Ten in the Bed" provides a picture of a bed and the children manipulate story problems with a number of children in the bed and a number of children hiding.

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	FOR INTEGRATED CURRICULA AND MATH CURRICULA: **4c) Math** materials and activities adhere to the following indicators of quality: • 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**	Math materials and activities promote children's acquisition and use of the language and vocabulary of math and promote conceptual understanding of math content. In February, the Heart Shape Recognition activity allows children to place hearts in order from smallest to largest. In April, the Bird's Nest activity allows children to work on special relations and patterns by placing the eggs and birds in or out of the nest. In June, the Flower Power activity allows for children to persevere and persist as they may sets with flowers, leaves, butterflies, and bees.
	FOR ALL CURRICULUM TYPES: **4d)** Adequate, explanatory materials for teachers are provided.	**Yes**	Each teachers guide begins with a collections checklist for the month and the program goals. The "Before You Begin" section states to "Please call if you have questions or comments!" which allows for additional explanation if something is unclear. The Themes and Basic Skills and Concepts are spelled out every day in the teaching guide.
ADDITIONAL INDICATORS OF QUALITY			
5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. ☐ Yes ☐ 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
6. ASSESSMENT Materials offer assessment	**FOR ALL CURRICULUM TYPES:** **6a)** Assessments consistent with the *Louisiana Birth to Five Early Learning and Development Standards* are provided	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
opportunities that accurately and appropriately measure progress. ☐ Yes ☐ No	through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).		
	FOR ALL CURRICULUM TYPES: **6b)** 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. ☐ Yes ☐ 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION ☐ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **8a)** Provides a variety of activities to extend learning from the classroom into the home.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
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**	The majority of materials and activities align with the Louisiana Birth to Five Early Learning and Development Standards.

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	2. Appropriateness of Curriculum Materials and Activities	**Yes**	The curriculum provides a balance of teacher-directed and child-initiated experiences. It allows for hands-on approaches to learning and are culturally sensitive and appropriate.
	3. Complexity of Curriculum Materials and Activities	**No**	There is limited increase in complexity over time within materials and activities particularly in the domain of language and literacy.
	4. Quality of Curriculum Materials and Activities	**No**	There is not a significant amount of time dedicated to repeated read-alouds.
II: Additional Indicators of Quality	5. Implementation Format of Materials and Activities	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Assessment	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8. Activities/Materials Supporting Parental Participation	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

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: **Fireflies** Age Levels: **Three and Four**

Publisher: **FunShine Express** Copyright: **2014**

Curriculum Type (Language/Literacy, Math, Integrated[1]): **Integrated**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
1. Within Parameters of Stnds. (Non-Negotiable)	3. Complexity of Materials (Non-Negotiable)
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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.

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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
TIER 1 AND 2 NON-NEGOTIABLES				
1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS Materials and activities are consistent with the *Louisiana Birth to Five Early Learning and Development Standards*. ☒ Yes ☐ No	**FOR ALL INTEGRATED CURRICULA:** **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: o Approaches to Learning, o Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies o Language and Literacy Development o Physical Well-being and Motor Development and o Social-Emotional Development	**Yes**	A large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards across all domains of the standards. An outline of Learning Goals and Objectives is included with the Fireflies curriculum. These goals and objectives are also listed with each activity in the Monthly Activity Guides. Examples of standards addressed include: Approaches to Learning: AL 2 and AL3 - (Sept.): Name Hunt (September); AL 4 - (Sept.) - Circle Shape Recognition Creative Thinking and Expression: CC1 (Dec.) Sounds of the Seasons; CC2 (Dec.) Gingerbread house. Many of the art activities are more craft-like in nature placing some limitation on exploration and self-expression. Math: CM1 (Sept.) Apple Seeds Learning Center; CM3 (Jan.) Math Sequencing Wheels, CM4 (Feb.) Heart Shape Recognition Science: CS 1 (Oct.) Does It Float? CS 3 (Oct.) Spider Hunt, CS4 (Feb.) Is It Spring? Social Studies: CSS1: (Sept.) Grandparent's Day Bookmarks, CSS4: (Dec.) Daily Basics (Discuss/Do - Hanukkah) Language and Literacy Development: LL 4 - Book lists are provided for each theme; LL6 rhymes/finger plays are included weekly; LL2 - there are opportunities for conversations and use of new vocabulary in each theme; LL5 - there are opportunities to learn letters, how they are written and the associated sound Physical Well Being and Motor Development: PM	

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			1 - (Mar.) Cat in the Hat Toss; PM2 (Oct.) Spider Wrap Social Emotional: Character Counts activities are included in each theme; SE 2 (Mar.) Igor the Imaginative Iguana	
2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **2a)** Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.	**Yes**	The Funshine Fireflies curriculum provides a balance of teacher-directed and child-initiated experiences for the children. For example, Social/Emotional learning is provided through Character Counts each month where the teacher directs lessons on various character traits. September begins with Sammy the Smart Skunk and a lesson on how children can use listening ears and their brain to remember information they have learned. Dramatic Play activities are embedded throughout the units that allow for child-initiated experiences with various suggested materials. In March, the Dramatic Play is Library Time in which the students have various materials from a library setting in which to play librarian and patrons. An extension of a field trip is also suggested. Creative arts are offered each day with various activities that allow for suggested materials that the children can choose from. In May, the students can make a freestyle art with chalk. Suggestions are also given for outside time with chalk if the weather permits.	
	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.	**Yes**	Materials and activities allow for hands-on approaches to learning. In an October math lesson, triangles are used to manipulate and learn about the various attributes. When learning about transportation in January, the literacy lesson calls for the use of whistles and bells to learn about various transportation sounds and for science the	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			materials call for use of magnifying glasses, wheels, circle molds, pieces of rubber and gravel to investigate and observe how wheels and tires work. In April when learning to recognize letters, students use flower cutouts with upper and lowercase letters on them to read what letter is printed on their flower.	
	FOR ALL CURRICULUM TYPES: **2c)** Materials and activities are culturally sensitive and appropriate.	**Yes**	Materials in the Funshine Curriculum are culturally diverse. Included are holiday celebrations to provide a "multicultural educational approach by offering a sample of different cultures and or religions". The books and activities provided can be used or adapted to meet the needs of the children using the curriculum. In December, the themes include Joyful Jamboree and Gingerbread and Jingle Bells. The concepts include holidays, St. Nicholas Day, Hanukkah, Christmas, Kwanzaa and New Year's Eve for example, and the materials and activities. The skills and activities presented during each unit are skills in which children at the 3-and 4-year-old level should be learning and doing. From themes such as Apples Everywhere, to colors, letters, numbers and shapes, this curriculum provides appropriate activities for hands on learning.	
3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES ☐ Yes ☒ No	**FOR ALL CURRICULUM TYPES:** **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).	**No**	While the materials and activities are presented in a logical and coherent progression of complexity over time for both math and science, there is not as much evidence for language and literacy. For example, math begins with one to one correspondence and numbers then progresses to shapes and various math skills such as patterning and measurement. The math activities in December include star shape recognition, number nine and ten, sorting tree and bow sorting just to name a few. In addition, science activities in October began with textures, sink and float, and characteristics of pumpkins and then progress to skills in April such as seed	This curriculum covers a wide age range and is suitable for multiage groupings. It is not expected that every child will participate in every activity. It does not show a linear progression because there is an expectation that children of different ages are likely to move in and out of the group. The teacher will offer activities that are appropriate for the children in the group. The suggestions are intended as examples and the teacher is encouraged to further individualize. In many cases, the same activity can be beneficial to different ages without significant change to the way the materials are presented. In other words, we are using the same stimulus, but expecting a

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			mysteries, clouds, space, and air. Language and Literacy skills seem to stay consistent throughout the monthly units. While the Word Wall words change and increase, the way in which letters are introduced and taught remains the same month after month. For example, in October letter D, E, and F creatures are made followed by a treasure hunt review of letters D, E, and F. In April, letter creatures for V, W, and X are made, followed by a treasure hunt review of letters V, W, and X. The curriculum provides a book of the month with a first read for the class, after which the book is placed in the literacy area for children to look through during free time. Many of the same skills are covered from month to month during the read aloud. Identification of letter sounds is covered from the earliest units at a time when most children would not be able to make a connection between letters and their associated sounds.	different response based on the developmental level of each child. Because this is a multiage curriculum, the children using it will be at different levels. The teacher can adapt the materials to fit the readiness and development of the particular children in the group. Some will be returning students who have some familiarity with letters and are ready to explore letter sounds even in September, while others may be beginning to learn the letters. Consideration is given to the fact that even at the beginning of the year, children who are older or developmentally advanced may be ready to explore letter sounds. While a 5 year old might be ready to start writing, there might be another child who started the year at 3 years old and is only ready for letter recognition by the end of the first (or it might be the second) year. Because of this, we tend to add extensions for these types of activities. (For example, it might be suggested using sight words for older children on an activity that originally focuses on letters.) A child who turns 5 in September is going to be ready for more complex things right away at the beginning of the year, as compared other children. Following a standard format for introducing letters during the year provides children with a level of predictability that helps them feel secure and confident. So while the routine remains consistent, the children's responses and skills will progress. Thus, even though the introduction of each letter is followed by a treasure hunt and art activity, the children's skill level in these tasks will progress. Again, this is an example of providing the same stimulus for all children in the multiage group, with the expectation that the response for each child would progress at each child's own

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				level. Here are just some examples of places where we have provided adaptations/extensions to literacy activites for older children: Serving Up Words (Dec 2014 p. 43): Children are encouraged to practice forming words with magnetic letters. Adaptation encourages younger children to focus on letter recognition. Stringing the Alphabet (Dec 2014 p. 49): Children are challenged to string alphabet letter cards in order. Adaptation states to allow younger children to string in any order and then go over each letter as a group. Dropped Letters (January 2015 p. 45): The provider prints each child's name on index card, leaving off one or two letters. Children try to identify their card even with missing letters. Extension encourages provider to create cards using simple sight words to challenge older children. Rhyme Time (March 2015 p. 21): We offered an activity containing a Rhyming Cube. This is an example of progression from letter recognition/matching in the earlier months to rhyming words in later months. Butterfly Literacy (June 2015, p. 23): This activity shows how to use butterfly cutouts to review lowercase and uppercase letters. We then suggest writing simple word endings (-at, -it, -ig, etc.) on right side of butterfly and printing letters P, B, F, and H on the other half. When both cards placed side by side, they create simple words. In Caterpillar Names (June 2015, p. 31), children form their names using paper circles with letters on them. In the Extension, we suggest the provider offers paper circles with letters that spell out simple words such as bat, hat, cat, etc.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES ☐ Yes ☒ No	**FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:** **4a) Language development** is emphasized through resources and activities that support the following: • 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	**No**	The outline of the curriculum does not indicate that there is a significant amount of time spent reading aloud to children, particularly in repeated readings. A book list filled with both narrative and informational text is given with each theme; however, only one book of the month is explicitly shared with the children. There are questions and topics to discuss on the first read of the book of the month, but nowhere in the lessons does it refer to going back for a repeated read. For example, in December "Downhill Fun" is read, with questions and extension activities given in the guide, but it is never mentioned again after the first read. Another example, appears in in April "I See Spring" is read, with the title, author, and illustrator discussed as well as higher order questions; but, it is never mentioned again in the monthly plans.	A concern was expressed regarding significant time spent reading aloud to children, particulary in repeated readings. We do offer additional readings of the Book of the Month, as well as suggested offerings of other titles. For example, in the Oct 2014 guide, we introduce Mrs. Honey's Hat with a read aloud on p. 19, another read aloud of Caps for Sale on p. 25, and another on p. 33 of Hooray for Hat! On p. 49 of the March 2015 guide, we recommend reading It Looked Like Spilt Milk and then expand with an activity. In the April 2015 guide, we introduce the book I See Spring on pg. 19, and then suggest the provider read it again on pp. 26 and 43, offering additional activities for the children relating to the book and theme. In the same guide on p. 33, we suggest reading Little Cloud and suggest the provider use open-ended questions about the text. Additionally, on p. 36 (Things to Do), we suggest reading a theme-related book from the Book List. In the Aug 2015 guide, we introduce the book of the month on p. 17 and encourage another reading on p. 37. We also included a Family Literacy Night on p. 51, in which we suggest families gather and read aloud to the group. Additional activities that promote reading aloud or the children engaging with books can be found in Nov 2014, p. 51, Jan 2015, p. 3, May 2015, pp. 31 and 51, and June 2015, p. 49. Additionally, in our quest for continual change and improvement, we did start incorporating more read-aloud literacy activities the following curriculum year (the 2015-16 year) and even more so with the upcoming year (the 2016-17 year).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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*.	**Yes**	Math materials and activities devote a large majority of time to the development of understanding numbers, ways to represent numbers, and the relationships between numbers and quantities. The math lessons begin with numbers 1-3 in September and quickly advance to 7 and 8 by November. Various activities such as math games and songs help the children develop an understanding of numbers in a hands-on way. The November activity, "Ten in the Bed" provides a picture of a bed and the children manipulate story problems with a number of children in the bed and a number of children hiding.	
	FOR INTEGRATED CURRICULA AND MATH CURRICULA: **4c) Math** materials and activities adhere to the following indicators of quality: • 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**	Math materials and activities promote children's acquisition and use of the language and vocabulary of math and promote conceptual understanding of math content. In February, the Heart Shape Recognition activity allows children to place hearts in order from smallest to largest. In April, the Bird's Nest activity allows children to work on special relations and patterns by placing the eggs and birds in or out of the nest. In June, the Flower Power activity allows for children to persevere and persist as they may sets with flowers, leaves, butterflies, and bees.	
	FOR ALL CURRICULUM TYPES: **4d)** Adequate, explanatory materials for teachers are provided.	**Yes**	Each teachers guide begins with a collections checklist for the month and the program goals. The "Before You Begin" section states to "Please call if you have questions or comments!" which allows for additional explanation if something is unclear. The Themes and Basic Skills and Concepts are spelled out every day in the teaching guide.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
ADDITIONAL INDICATORS OF QUALITY				
5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. ☐ Yes ☐ 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
6. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress. ☐ Yes ☐ 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).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	FOR ALL CURRICULUM TYPES: **6b)** 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards.	**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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
☐ Yes ☐ No	**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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION ☐ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **8a)** Provides a variety of activities to extend learning from the classroom into the home.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
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**	The majority of materials and activities align with the Louisiana Birth to Five Early Learning and Development Standards.	
	2. Appropriateness of Curriculum Materials and Activities	**Yes**	The curriculum provides a balance of teacher-directed and child-initiated experiences. It allows for hands-on approaches to learning and are culturally sensitive and appropriate.	
	3. Complexity of Curriculum Materials and Activities	**No**	There is limited increase in complexity over time within materials and activities particularly in the domain of language and literacy.	
	4. Quality of Curriculum Materials and Activities	**No**	There is not a significant amount of time dedicated to repeated read-alouds.	
II: Additional Indicators of Quality	5. Implementation Format of Materials and Activities	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6. Assessment	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8. Activities/Materials Supporting Parental Participation	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

Appendix II.

Public Comments

There were no public comments submitted.