

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: **Big Day for PreK**

Age Levels: **Three and Four**

Publisher: **Houghton Mifflin Harcourt Intervention Solutions Group**

Copyright: **2015**

Curriculum Type (Language/Literacy, Math, Integrated¹): **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)	4. Quality of Materials (Non-Negotiable)
2. Appropriateness of Materials (Non-Negotiable)	
3. Complexity 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			
<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>The large majority of materials and activities in HMH Big Day for PreK provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards across all domains. Each theme contains a grid of objectives for Center Activities and an introductory overview laying out activities and domains covered in each area.</p> <p>Examples include:</p> <p>Approaches to Learning: Learning centers in every unit encourage exploration, engagement and problem solving .</p> <p>Social/Emotional: Circle Times and learning centers include cooperative experiences (SE1) such as having children work together to cooperate to think of things they can do with a blanket (Theme 1), and regulating behavior (SE5) with instructions for children on how to choose and move through centers.</p> <p>Creative Arts: (CC1) children learn new songs in each unit and participate in movement activities related to the songs (e.g. Unit 3 "I've Been Working on the Railroad" and "Row, Row, Row Your Boat)</p> <p>Math: (CM1) throughout all units, children count out numbers of specified objects, participate in counting activities related to books read aloud, etc., measurement activities (CM3) (e.g. Comparing Lengths with Our Hands, Unit 3); CM4 Understand shapes and their properties (e.g. children explore and find examples of "spheres" (Theme 7)</p> <p>Science: (CS 1) Children use a variety of tools (e.g. eyedroppers, funnels) to explore sand and water to observe what happens when they are used,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Unit 5, (CS 4) Children describe weather and changes (e.g. Children describe the sky and compare to clouds in the book read aloud).</p> <p>Social Studies: (CSS 2) Children name a healthy food they ate the day before and compare differences, Theme 3, (CSS 3) Children create a community map, Theme 3.</p> <p>However, it should be noted that the vocabulary component is not consistently strong. Though vocabulary includes rich words (such as promise, secret, explore, heal), it also includes basic words such as friend, teacher, morning, night, etc. that 4 year olds typically know. In addition, oral language comprises a lot of (memorized) repeated/chants such the Alphabet Song and statements children repeat with perhaps one fill-in-the-blank word such as a name, thing or an action. Letters of the alphabet and their sounds are taught in order, week by week. While the ELDS do not prescribe a particular method of teaching letters, systematic programs provide a logical sequence for introducing letters; for example, consonants such as f, m, n, r, and s, whose sounds have high utility and can be pronounced in isolation with least distortion.</p>
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>2a) Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.</p>	<p>Yes</p>	<p>Materials and activities include both teacher-directed and child-initiated experiences.</p> <p>The suggested full day schedule provides 90 minutes of Learning Centers, which are chosen by the children. The first week, the teacher explains and models Learning Center routines.</p> <p>50 minutes of Outdoor Time is also suggested, during which children play freely.</p> <p>Teacher directed times total 85 minutes, with the longest single whole group experience lasting 25 minutes.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>	Yes	<p>This curriculum provides opportunities for practice of skills through hands-on and interactive approaches. Circle Times incorporate games, building activities, and other interactive learning experiences. Theme 2- naming shapes/using math words where children trace shapes with their fingers, describe the attributes, and later march in a shapes parade; Theme 5, measurement - children compare distances between objects in the classroom (map routes). However, some opportunities do not align with the intended skill objective (see Busy Bees example) and others are rote experiences (repeating the Alphabet Song).</p>
	<p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are culturally sensitive and appropriate.</p>	Yes	<p>Diversity in many cultures is represented in this curriculum in literature and posters, which contain respectful representations of different cultures, genders, and differently abled people. Literature includes both narrative and informational text about a variety of cultures and ways of life. Math activities on patterns in Theme 5 also incorporated multicultural awareness in the pattern making experience.</p>
<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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).</p>	Yes	<p>Math skills are taught in a spiral fashion, with each return to teaching a skill expanding previous understanding, for example, on the first day of week 1 (Unit 2), children discuss differences in basic shapes, trace triangles and participate in a shapes parade, then on day 2 they describe the attributes of the shapes including corners/sides, match and describe shapes. In the first series of themes, children participate in counting games and activities and conclude the year with addition and subtraction using manipulatives and picture cards.</p> <p>Read-alouds increase in complexity during most of the year (literature offered during the latter part of the year could be more complex). The skills drawn from the read-alouds become progressively more challenging, particularly the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>second half of the year. For example, in later themes during Read Alouds, children move beyond making predictions for the first read to discussions about what they think characters are feeling, retelling the story and revisiting earlier predictions and confirm whether or not they had been correct.</p> <p>However, chants and songs are repeated across many lessons without a clear purpose for building meaning.</p>
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" 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>Three Circle Times daily plus a “Children’s Choice” Read-aloud time provides opportunities for children to listen to and discuss stories and informational texts. Each theme includes multiple read-alouds of narrative and informational books, as well as “Bookflix” and e-books, which are both narrative and informational. Second readings of books build on prior knowledge and take the child’s understanding farther. Open-ended questions are provided with some suggestions for follow up to encourage discussion about the text.</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 Louisiana Birth to Five Early Learning and Development Standards.</p>	<p>Yes</p>	<p>Math lessons and materials, in accordance with the Louisiana Birth to Five Standards, devote significant time to understanding of numbers, number representation, and quantification. Math mats and math manipulatives build understanding in a concrete, hands-on way. The Program Knowledge, Skills and Concepts overview shows 72 total lessons devoted to Number Sense, and 93, which cover Geometry (as is appropriate for PreK, this strand consists of shape recognition and manipulation),</p>

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			Classification and Patterns, and Measurement. Those skills also incorporate number sense to a large degree (for example: one counts when measuring, patterns require quantification).
	<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 (see Teacher's Guide with bubble containing Math Vocabulary Words) and use of math words by the students are incorporated into whole group math lessons and small group math activities, for example: in Theme 5, "add" and "count", Theme 8 "behind", "left", "position", "right.</p> <p>Whole group activities, as well as center and small group follow-ups provide many hands-on opportunities for understanding math concepts. For example, Theme 8 Day 3, during Circle Time, children participate in subtraction activities (counting, answering and making up their own "subtraction stories", during transition time children pretend to be zebras and as they go to next activity, one "zebra" is taken away from the group, and learning centers are set up for children to participate in "make and solve take-away stories".</p> <p>Teachers are encouraged to promote problem-solving skills through conversations and scaffolding during whole and small group time. In each theme, there are opportunities for children to engage in cooperative work and play activities to complete projects such as building block towers as tall as the tallest person in their group or putting together a challenging puzzle (Theme 8).</p>
	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate, explanatory materials for teachers are provided.</p>	No	Lessons do not consistently provide adequate or explicit instructions for teachers. For example, the lesson on uppercase G asks teachers to show children how the uppercase letter G is made of one curve and one straight line, then ask the Letter Helper to point to the G on the vest as

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			<p>children practice saying the name of the letter. Finally, to ask children to produce the correct letter sounds for the letter. The lesson starts with a focus on the letter G, but it moves quickly to sounds with no transition or explicit instructions. Asking children to randomly produce the correct letter sounds for letter G is inappropriate. Further, teachers need explicit instructions for teaching (or when addressing) any letter sound. In another lesson to teach phonological awareness (PA) the instructions ask the teacher to say the names of each child and for students to listen to all the sounds in the name. Instructions should guide teachers to model this first and then use simple names with 2-3 phonemes like, Tim, Kay, Sam, and Sue. In this instance, PA should be taught using one syllable words/names since the focus is on sounds. If the focus is on syllables, then including multi-syllabic words/names may be appropriate. The instructions are not clear. In some cases, activities are not matched to the skills being taught. For example in Busy Bees, the objective describes teaching the letter, yet the activity is focused on the sound -- the teacher says words and children are asked to perform an action when they hear a word that starts with the letter "b", an activity that involves identifying a sound and not letters. Instructions are also not provided that explain how teachers explicitly teach sounds and how they are made.</p>
ADDITIONAL INDICATORS OF QUALITY			
<p>5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p> <p>Materials and activities reflect</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

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a wide range of experiences for skill development. <input type="checkbox"/> Yes <input type="checkbox"/> No	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. <input 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).	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. <input 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.	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	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.

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<input type="checkbox"/> Yes <input type="checkbox"/> No			
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	The large majority of materials and activities in HMH Big Day for PreK provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards across all domains.
	2. Appropriateness of Curriculum Materials and Activities	Yes	Materials and activities in the curriculum provide a balance of teacher-directed and child-initiated experiences. This curriculum provides substantial opportunities for practice of skills through hands-on and interactive approaches. Diversity in many cultures is represented in this curriculum in literature and posters, which contain respectful representations of different cultures, genders, and differently abled people.
	3. Complexity of Curriculum Materials and Activities	Yes	The materials and activities in all subject areas are presented in a logical progression, with new skills building on previous skills, and review where appropriate
	4. Quality of Curriculum Materials and Activities	No	Lessons do not consistently provide adequate or explicit instructions for teachers. In some lessons the focus on letters quickly shifts to sounds of letters with no transition or explicit instructions having children randomly produce the correct letter sounds. In other lessons to teach phonological awareness (PA) the instructions and purpose are not clear.
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.

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	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: <u>Tier III, Not representing 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.

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Age Levels: **Three and Four**

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Curriculum Type (Language/Literacy, Math, Integrated¹): **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)	4. Quality of Materials (Non-Negotiable)
2. Appropriateness of Materials (Non-Negotiable)	
3. Complexity 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.

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

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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>The large majority of materials and activities in HMH Big Day for PreK provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards across all domains. Each theme contains a grid of objectives for Center Activities and an introductory overview laying out activities and domains covered in each area.</p> <p>Examples include:</p> <p>Approaches to Learning: Learning centers in every unit encourage exploration, engagement and problem solving .</p> <p>Social/Emotional: Circle Times and learning centers include cooperative experiences (SE1) such as having children work together to cooperate to think of things they can do with a blanket (Theme 1), and regulating behavior (SE5) with instructions for children on how to choose and move through centers.</p> <p>Creative Arts: (CC1) children learn new songs in each unit and participate in movement activities related to the songs (e.g. Unit 3 "I've Been Working on the Railroad" and "Row, Row, Row Your Boat)</p> <p>Math: (CM1) throughout all units, children count out numbers of specified objects, participate in counting activities related to books read aloud, etc., measurement activities (CM3) (e.g. Comparing Lengths with Our Hands, Unit 3); CM4 Understand shapes and their properties (e.g. children explore and find examples of "spheres" (Theme 7)</p> <p>Science: (CS 1) Children use a variety of tools (e.g. eyedroppers, funnels) to explore sand and water to observe what happens when they are used,</p>	

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			<p>Unit 5, (CS 4) Children describe weather and changes (e.g. Children describe the sky and compare to clouds in the book read aloud).</p> <p>Social Studies: (CSS 2) Children name a healthy food they ate the day before and compare differences, Theme 3, (CSS 3) Children create a community map, Theme 3.</p> <p>However, it should be noted that the vocabulary component is not consistently strong. Though vocabulary includes rich words (such as promise, secret, explore, heal), it also includes basic words such as friend, teacher, morning, night, etc. that 4 year olds typically know. In addition, oral language comprises a lot of (memorized) repeated/chants such the Alphabet Song and statements children repeat with perhaps one fill-in-the-blank word such as a name, thing or an action. Letters of the alphabet and their sounds are taught in order, week by week. While the ELDS do not prescribe a particular method of teaching letters, systematic programs provide a logical sequence for introducing letters; for example, consonants such as f, m, n, r, and s, whose sounds have high utility and can be pronounced in isolation with least distortion.</p>	
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>2a) Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.</p>	<p>Yes</p>	<p>Materials and activities include both teacher-directed and child-initiated experiences.</p> <p>The suggested full day schedule provides 90 minutes of Learning Centers, which are chosen by the children. The first week, the teacher explains and models Learning Center routines.</p> <p>50 minutes of Outdoor Time is also suggested, during which children play freely.</p> <p>Teacher directed times total 85 minutes, with the longest single whole group experience lasting 25 minutes.</p>	

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	<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>	Yes	<p>This curriculum provides opportunities for practice of skills through hands-on and interactive approaches. Circle Times incorporate games, building activities, and other interactive learning experiences. Theme 2- naming shapes/using math words where children trace shapes with their fingers, describe the attributes, and later march in a shapes parade; Theme 5, measurement - children compare distances between objects in the classroom (map routes). However, some opportunities do not align with the intended skill objective (see Busy Bees example) and others are rote experiences (repeating the Alphabet Song).</p>	
	<p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are culturally sensitive and appropriate.</p>	Yes	<p>Diversity in many cultures is represented in this curriculum in literature and posters, which contain respectful representations of different cultures, genders, and differently abled people. Literature includes both narrative and informational text about a variety of cultures and ways of life. Math activities on patterns in Theme 5 also incorporated multicultural awareness in the pattern making experience.</p>	
<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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).</p>	Yes	<p>Math skills are taught in a spiral fashion, with each return to teaching a skill expanding previous understanding, for example, on the first day of week 1 (Unit 2), children discuss differences in basic shapes, trace triangles and participate in a shapes parade, then on day 2 they describe the attributes of the shapes including corners/sides, match and describe shapes. In the first series of themes, children participate in counting games and activities and conclude the year with addition and subtraction using manipulatives and picture cards.</p> <p>Read-alouds increase in complexity during most of the year (literature offered during the latter part of the year could be more complex). The skills drawn from the read-alouds become progressively more challenging, particularly the</p>	

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			<p>second half of the year. For example, in later themes during Read Alouds, children move beyond making predictions for the first read to discussions about what they think characters are feeling, retelling the story and revisiting earlier predictions and confirm whether or not they had been correct.</p> <p>However, chants and songs are repeated across many lessons without a clear purpose for building meaning.</p>	
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" 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 	Yes	<p>Three Circle Times daily plus a “Children’s Choice” Read-aloud time provides opportunities for children to listen to and discuss stories and informational texts. Each theme includes multiple read-alouds of narrative and informational books, as well as “Bookflix” and e-books, which are both narrative and informational. Second readings of books build on prior knowledge and take the child’s understanding farther. Open-ended questions are provided with some suggestions for follow up to encourage discussion about the text.</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 Louisiana Birth to Five Early Learning and Development Standards.</p>	Yes	<p>Math lessons and materials, in accordance with the Louisiana Birth to Five Standards, devote significant time to understanding of numbers, number representation, and quantification. Math mats and math manipulatives build understanding in a concrete, hands-on way. The Program Knowledge, Skills and Concepts overview shows 72 total lessons devoted to Number Sense, and 93, which cover Geometry (as is appropriate for PreK, this strand consists of shape recognition and manipulation),</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Classification and Patterns, and Measurement. Those skills also incorporate number sense to a large degree (for example: one counts when measuring, patterns require quantification).	
	<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 (see Teacher's Guide with bubble containing Math Vocabulary Words) and use of math words by the students are incorporated into whole group math lessons and small group math activities, for example: in Theme 5, "add" and "count", Theme 8 "behind", "left", "position", "right.</p> <p>Whole group activities, as well as center and small group follow-ups provide many hands-on opportunities for understanding math concepts. For example, Theme 8 Day 3, during Circle Time, children participate in subtraction activities (counting, answering and making up their own "subtraction stories", during transition time children pretend to be zebras and as they go to next activity, one "zebra" is taken away from the group, and learning centers are set up for children to participate in "make and solve take-away stories".</p> <p>Teachers are encouraged to promote problem-solving skills through conversations and scaffolding during whole and small group time. In each theme, there are opportunities for children to engage in cooperative work and play activities to complete projects such as building block towers as tall as the tallest person in their group or putting together a challenging puzzle (Theme 8).</p>	
	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate, explanatory materials for teachers are provided.</p>	No	Lessons do not consistently provide adequate or explicit instructions for teachers. For example, the lesson on uppercase G asks teachers to show children how the uppercase letter G is made of one curve and one straight line, then ask the Letter Helper to point to the G on the vest as	We appreciate the detailed review and valuable feedback provided by the Louisiana Early Learning reviewers. The issues that were brought to our attention are important to us, too. To address these issues, we consulted with Dr. Anne E. Cunningham, member of the National Early

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>children practice saying the name of the letter. Finally, to ask children to produce the correct letter sounds for the letter. The lesson starts with a focus on the letter G, but it moves quickly to sounds with no transition or explicit instructions. Asking children to randomly produce the correct letter sounds for letter G is inappropriate. Further, teachers need explicit instructions for teaching (or when addressing) any letter sound. In another lesson to teach phonological awareness (PA) the instructions ask the teacher to say the names of each child and for students to listen to all the sounds in the name. Instructions should guide teachers to model this first and then use simple names with 2-3 phonemes like, Tim, Kay, Sam, and Sue. In this instance, PA should be taught using one syllable words/names since the focus is on sounds. If the focus is on syllables, then including multi-syllabic words/names may be appropriate. The instructions are not clear. In some cases, activities are not matched to the skills being taught. For example in Busy Bees, the objective describes teaching the letter, yet the activity is focused on the sound -- the teacher says words and children are asked to perform an action when they hear a word that starts with the letter "b", an activity that involves identifying a sound and not letters. Instructions are also not provided that explain how teachers explicitly teach sounds and how they are made.</p>	<p>Literacy Panel (NELP), Graduate Professor at the University of California, Berkeley, and lead author of Big Day for PreK.</p> <p>As noted by Dr. Cunningham, children’s ability to make quick connections between sounds and letters is critical; simply said, the sounds we say and hear seed children’s ability to read and write. We know that children do confuse sounds and letters sometimes. In Big Day for PreK instruction, we purposefully help children make immediate connections to sounds and letters by teaching the alphabetic principle recursively throughout the program.</p> <p>According to Dr. Cunningham, one of the questions about Big Day for PreK was about our thinking around the teaching of letter names with the teaching of phonological awareness. We combined the teaching of phonological awareness and letter knowledge because there is overwhelming evidence that children learn both phonological awareness and letter knowledge when they are integrated. This is also why we term this “Alphabet Knowledge,” as described by the National Early Literacy Panel (2008).</p> <p>As stated in the National Reading Panel (NRP) report, “It is important to note that acquiring phonemic awareness is a means rather than an end. Phonemic awareness is not acquired for its own sake but rather for its value in helping children understand and use the alphabetic system to read and write. This is why including letters in the process of teaching children to manipulate phonemes is important. Phonemic awareness training with letters helps learners determine how phonemes match up to graphemes within words and thus facilitates transfer to reading and spelling.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>All letters are recursively taught and practiced within Big Day for PreK. An instructional routine for each letter is provided within the teacher resources in all eight Theme Guides. You can find these online under the Digital Teaching Materials section of Teacher Space (access provided with initial submission). Explicit instruction is provided and then woven throughout the program as letters are taught and retaught. In addition, exemplar texts are used throughout each of the eight themes to further model those sounds and letters that were taught, so that children have an opportunity to respond and apply their learning.</p> <p>To better illustrate the recursive nature of the explicit instruction of each letter, a skills trace of the letter G is included as an attachment with this response.</p> <p>The purposeful exposure to words within the program, through literature, songs & fingerplays, and poems, gives children multiple opportunities to interact with the letters and sounds being taught. Key principles of making the connections between those sounds and letters are efficacious and based on research that Dr. Anne Cunningham shared.</p> <p>Teaching students to manipulate phonemes with letters yields larger effects than teaching students without letters, not surprisingly because letters help children make the connection between PA and its application to reading. Teaching children to blend the phonemes represented by letters is the equivalent of decoding instruction. Being explicit about the connection between PA skills and reading also strengthens training effects.</p> <p>It is essential to teach letters as well as phonemic awareness to beginners. PA training is more</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>effective when children are taught to use letters to manipulate phonemes. This is because knowledge of letters is essential for transfer to reading and spelling. Learning all the letters of the alphabet is not easy, particularly for children who come to school knowing few of them. Shapes, names, and sounds need to be overlearned so that children can work with them automatically to read and spell words. Thus, if children do not know letters, this needs to be taught along with PA. (NRP, 2000, p. 2-41)</p> <p>In response to your question about the “Busy Bees” lesson, we confirmed that this is an printing omission error reflected in the 2015 Teaching Guide. An updated instructional routine for “Busy Bees” will be added to Teacher Space. Teachers can then access and print the updated TG page to replace the erroneous one.</p> <p>Thank you for bringing these issues to our attention, and for giving us the opportunity to provide the research-base for Big Day for PreK.</p> <p>References</p> <p>National Institute of Child Health & Human Development. (2000). Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. (NIH Publication No. 00-4769). Washington, DC: U. S. Government Printing Office.</p> <p>National Early Literacy Panel (É.-U.). (2008). Developing early literacy: Report of the national early literacy panel. National Institute for Literacy.</p> <p>As a reminder, please find a Skills Trace for the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				letter G attached to this response submission.
ADDITIONAL INDICATORS OF QUALITY				
5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. <input 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.	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. <input 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).	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.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. <input 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.	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 <input 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
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	The large majority of materials and activities in HMH Big Day for PreK provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards across all domains.	
	2. Appropriateness of Curriculum Materials and Activities	Yes	Materials and activities in the curriculum provide a balance of teacher-directed and child-initiated experiences. This curriculum provides substantial opportunities for practice of skills through hands-on and interactive approaches. Diversity in many cultures is represented in this curriculum in literature and posters, which contain respectful representations of different cultures, genders, and differently abled people.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	3. Complexity of Curriculum Materials and Activities	Yes	The materials and activities in all subject areas are presented in a logical progression, with new skills building on previous skills, and review where appropriate	
	4. Quality of Curriculum Materials and Activities	No	Lessons do not consistently provide adequate or explicit instructions for teachers. In some lessons the focus on letters quickly shifts to sounds of letters with no transition or explicit instructions having children randomly produce the correct letter sounds. In other lessons to teach phonological awareness (PA) the instructions and purpose are not clear.	
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 II.

Public Comments

There were no public comments submitted.