

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: **Connect4Learning: The Pre-K Curriculum**

Age Levels: **Three and Four**

Publisher: **Kaplan Early Learning Company**

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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)	
5. Assessment (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
SECTION I: 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) 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 (i.e., appropriate for the children’s developmental level and address each of the domains listed below):</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>Many activities and materials address the Louisiana Birth to Five Early Learning and Developmental Standards for three and four year olds with the exception of the domain of physical and motor development. .</p> <p>Each C4L unit offers explorations of a topic across variety of domains. For example, in the garden unit (Unit 5), math activities involve measuring plant growth and creating a garden mural from shapes. Science is integrated through exploration of sprouting plants, raising worms, learning about the needs of living things, and learning where food comes from. Literacy is covered through reading informational texts and classic stories about gardens and plants, keeping a science journal about growing radishes, and writing invitations to a garden party. Social-emotional learning is addressed through the concepts of working together and collaborating to grow a garden. For example, a lesson on measuring and recording the growth of bean sprouts addresses a social-emotional objective (learning to work collaboratively to solve a problem), a science objective (learning that living things grow over time), a math objective (learning to directly compare sizes using words such as bigger and longer), and a literacy objective (using drawing and writing to record information).</p> <p>Approaches to Learning AL3, AL4: Questioning is used to scaffold, connect and stretch children’s learning. In Unit 3, the book Design It! Build It! is placed in the learning center after it is read to the children. Children are encouraged to use the materials in the center to build structures. As children build, the teacher asks them about the shapes that are really good (or not so good) for building stable structures. They are asked to indicate the attributes of good shapes for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>building and about balance and placement of block which helps build background knowledge for upcoming lessons.</p> <p>Mathematics: CM 1 Children have opportunities to count forward and backward counting seeds (through rhymes, songs, etc.) in Unit 5, Week 1 - Plant and Grow; CM4 is addressed in a variety of math lessons and activities about shapes that progress from identifying (Shapes Match, Unit 2 Week 1 Day 2, page 16), naming (Name that Shape, Unit 2 Week 2 Day 2, page 79), describing and creating (Make Shapes, Unit 2 Week 2 Day 2, page 80) 2D and 3D shapes in Unit 2 to composing and decomposing shapes in Unit 5 (Unit 5 Week 1 Day 2).</p> <p>Science:CS 1 Through unit projects, children practice inquiry skills through deep engagement with science and math concepts. For example in the Unit 3, How Structures are Built, children explore how objects move and are built which culminates in a project: making a set of toys for themselves and another group of children. CS 3 in Unit 2-Life in the City, children make connections among people, animals and plants.</p> <p>Social Emotional: SE 1In Unit 1, think, pair, share strategies are developed to encourage partner cooperation skills and used in a variety of settings. For example, in Unit 1, Week 5, Day 2 in Connect activity How Many Did You Hear?, children open their eyes and think, pair, and share the number of sounds they heard. In small group, children participate in a partner game of How Many? In Unit 2, problem solving puppets are created by the children to use in social discussions along with the Solutions Suitcase to facilitate social problem solving.</p> <p>Creative Arts: CC2 In Unit 1, Week 5, a classroom color collage is created after reading the book</p>

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			<p>Mouse Paint. Most units have a culminating project that is created with children's art. CC3 There are numerous opportunities to engage in dramatic play experiences and role playing in descriptions of center activities, eg. Unit 2, Underwater Adventure.</p> <p>Social Studies: CSS 2 Unit 6, Children listen to and discuss stories about important people such as Jane Goodall and Sonia Sotomayor.</p> <p>Physical Development: Learning labs are setup that encourage children to write and develop fine motor skills. For example, in the writing center in Unit 2, children are encouraged to create invitations, signs and charts for the culminating project. In Unit 4, in the dramatic play center, children are encouraged to make signs for the Museum Gift Shop, write customer receipts and nametags.</p> <p>There is some evidence that the curriculum provides a variety of physical experiences that facilitate muscular development and opportunities to practice physical skills that promote gross motor development, such as traveling skills (e.g. moving purposefully from one place in the room and balancing skills) primarily through outdoor play experiences..</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 both teacher-directed and child-initiated experiences (e.g., child chooses interest areas/learning centers and activities within each).</p>	<p>Yes</p>	<p>Materials and activities are provided through both teacher-directed and child-initiated experiences. There are examples of full day and half day schedules provided in the teacher's handbook (page 31). The daily schedule indicates a balance of whole and small group blocks, free choice learning centers, and outdoor play.</p> <p>Welcome and Read Aloud, Connect and Fast Focus are taught in teacher-directed whole group instruction. The Welcome part of the lesson occasionally includes information to share with the children and always includes the direction to sing a welcome song from appendix A of the unit</p>

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			<p>manual. The Read-Aloud part of the lesson is an important curriculum-provided activity, as the lessons are carefully designed to support children’s learning and reflect research on effective read-aloud practices. Connect lessons are typically used to introduce or review concepts and games that will be featured in Small Group. In Small Group lessons, teachers provide direct instruction to three or four children while the other children are engaged in the learning centers. Small group lessons include many games and fun activities for a teacher and children to work on together. Small Group is also a time for assessment. Fast Focus lessons are short, five-to-ten-minute lessons that reinforce the learning for that day. There are always two Fast Focus lessons, often featuring math and phonological awareness or alphabet knowledge.</p> <p>Considering small group rotations, children have a total 105 minutes of child initiated free choice play in learning centers each day. Learning centers are setup and designed to encourage engagement and facilitate children’s learning. For example, in Unit 3 after introducing the emotions collage in Week 1, teacher will place materials in the art center, and encourage the children to add pictures to the collage throughout the unit as they learn more about emotions. In the Games center, materials are provided to play Name That Shape! Using chart paper and a marker, have children make and discuss triangles. If they decide a shape is not a triangle because one of its sides is not straight, it is not closed, or it has too many or too few sides, children can fix the shape to make it a triangle. Each week brings a new C4L pre-K game for children to play at the computer or on a multi-touch mobile device. The games reinforce your instruction of the lessons in the unit. Unit 3 computer games focus on shapes and simple addition and subtraction and begin patterning work.</p>

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			<p>A cooperative unit project is set up in the Show What You Know learning center that encourages inquiry, exploration, investigation, creation. For example, in Unit 4, Exploring Museums, as children learn about the artifacts and collections that can be found at museums, they will identify and create the exhibits and elements of their own class museum. The class museum can include displays on anything that the children find particularly interesting. Unit 6, Growing a Garden, culminates with the children planning and setting up a garden party.</p> <p>In Unit 6, How We've Grown, children direct the lesson by choosing favorite books and activities from the year to revisit.</p>
	<p>FOR ALL CURRICULUM TYPES: 2b) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, etc.</p>	<p>Yes</p>	<p>Materials and activities allow substantial opportunities for frequent and systematic practice of skills using interactive and hands-on approaches. At the beginning of each unit, extensive information is provided for learning lab setup to support learning objectives. Learning center activities are set up to support learning concepts and objectives. For example, in Unit 3, the unit focuses on how structures and tools work and how to make or do things. Children explore the form and function of objects through observations, simple experiments, games, and activities. In particular, they explore how objects move and investigate their shapes and uses. They imagine, design, and create using a variety of hands on tools. Dramatic Play in this unit revolves around a toy store and a toy factory. The area starts out as a toy store and then becomes a toy factory in later weeks as children construct their own toys. In the Shadow Building activity In the Block Construction Zone in Unit 4, children explore the types of shadows that blocks make. The teacher places flashlights in the center and starts off by modeling how to use them. In Unit 4 Nature Collection, children collect materials from outdoors during play time or walks. Children can</p>

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			<p>bring in leaves or branches that have fallen from trees, stones, and other items that represent your environment. The children can place these in a box for the museum display and come up with captions to describe the collection. You can also have children sort and label the parts of this collection such as rocks or leaves. In Unit 5, Growing a Garden, gardening tools and various sizes of pots are placed in the dry material centers for children to compare and use to explore height, width, and volume. Add gardening tools to the table as well. A seed sprouting experiment set up in the science center for discovery learning.</p> <p>In unit 4, Exploring Museums, in week 2, on day 1, children segment the first sound in a word. Children make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. On day 4, students blend onset and rime to produce a word for example using /f/ /ish/ to make /fish/. Children will make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. Karen Parrino</p> <p>In unit 5, Growing our Garden, week 5, day 1, students make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. Students recognize words that begin with the same sound and generate words that begin with the same sound. On day 4, students play "I Spy" and make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. Students recognize words that begin with the same sound and generate words that begin with the same sound.</p>
	<p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.</p>	<p>Yes</p>	<p>In the introductory section of Unit 1 (page xi), it is suggested that teachers welcome families and communities into the classroom by</p>

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	<p>FOR ALL CURRICULUM TYPES: 2d) 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>Yes</p>	<p>labeling objects in children’s home languages, having children make posters about their families and their communities and hanging the posters in the room, and including books that reflect individual children’s families and communities.</p> <p>Materials and activities are incorporated throughout a variety of settings including whole group (Welcome and Read Aloud, Connect and Fast Focus), rotating small group instruction and learning centers. Examples include:</p> <p>Welcome and Read-Aloud in Unit 3, Design It! Build It!, children explore and describe the relationship between form and function in both natural and human-made objects. In Connect activity, Conrad the Confused Crow and Rectangles, children explore and describe the relationship between form and function in both natural and human-made objects.</p> <p>In Small Group, Name That Shape! Activity children distinguish between visually similar nonexamples of familiar 2-D shapes. Children name and describe the attributes of familiar 2-D and 3-D shapes. Children recognize sides as distinct geometric objects and corners as distinct geometric objects.</p> <p>In whole group Fast Focus, Reading the Alphabet Chart, children name letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. Children have opportunities to distinguish print from pictures and learn that letters represent sound in language—the alphabetic principle.</p> <p>In small group math, Triangles, Triangles!, children distinguish similar nonexamples of familiar 2-D shapes. They name and describe the attributes of familiar 2-D and 3-D shapes.</p> <p>In Daily Small Group Review and Enrichment, use</p>

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			<p>this Small Group time to complete activities with children who have missed anything and to work with children who need extra support or challenge. As needed, children are given more practice on important skills.</p> <p>At the beginning of each unit is a description of center materials and activities that support practice of information/skills addressed during other daily activities such as whole and small group settings..</p>
	<p>FOR ALL CURRICULUM TYPES: 2e) Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	<p>Yes</p>	<p>Materials and activities are appropriate for the domains and skills they are intended to address. Learning objectives are linked to each daily instructional block - Welcome and Read Aloud, Connect, Small Group, and Fast Focus. In Unit 1, Week 2, Day 4, the Fast Focus activity is Subitize! The objective states children will quickly recognize the number of objects in small groups (perceptual subitizing). The activity and materials support the objective. Without the children seeing the dot-side of the card, cover a card that has two dots, and show the children the cloth-covered card. Tell them to pretend their eyes and brains are cameras and to get ready to take a picture when you remove the cloth. Remove the cloth and show the dots for two seconds, then cover the dots again. Tell the children that you will say, "Ready, set, go!" and they should use their fingers to show how many they saw. The process is repeated with two- and three-dot cards, and four or five dot cards as interest allows. The game is placed in a learning center for student practice and engagement during free choice time.</p> <p>In Unit 5 Week 1 Day 1 the letter Hh is introduced during Fast Focus. Objectives state children will make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. Children will recognize words that begin with the same sound. Children</p>

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			will generate words that begin with the same sound. The activity supports all learning objectives.
<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>3a) Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).</p>	<p>Yes</p>	<p>Math concepts and materials present a logical and coherent progression of complexity through the units over the course of the year. Math concepts begin in Unit 1 with verbal counting and 1 to 1 correspondence in the Get Goldilocks Home activities (Unit 1 Week 4 Day 2). In Unit 1 and 2, vocabulary and read alouds are complex math concepts develop and students count daily. Throughout Units 1 and 2, mathematic concepts increase in complexity and students are challenged. For example, children who have been counting to ten (or the number you have been using with them) are now challenge them to count to an even higher number. In Unit 3, Day 2, Connect learning block, What Number Now? activity, children are learning to subitize and connect counting to simple addition and subtraction. On the Unit 3 Connect lesson Name That Shape! , children will distinguish between visually similar non examples of familiar 2-D shapes. Children will name and describe the attributes of familiar 2-D and 3-D shapes. Children recognize and describe sides as distinct geometric objects.</p> <p>Phonemic awareness follows the continuum providing opportunities in Unit 1 for developing listening skills, alliteration and recognizing rhyming words in the activity "Willaby Wallaby" (Unit 1, Week 3, Day 1), linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. In Unit 3, In Fast Focus (Unit 3, Week 4, Day 2), in the activity What Sound Do You Hear?, children segment the first sounds in a word. In Fast Focus in Unit 5, Week 2, Day 2, children blend two or more phonemes into a word. For example, the child hears /b/ /e/ and then responses with bee.</p>

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			<p>In the Read-Aloud Lesson, Albert's Alphabet, in Unit 3, children will identify the sequence in which an event occurs and explain why one step has to happen before the next. Children will construct meaning from, respond to, and apply knowledge from text read aloud.</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 and literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> • Regular read alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children's background knowledge and vocabulary development • Frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding <p>Examples: Using read-aloud materials (books, songs, rhymes, etc.) that make meaningful connections within a topic; interactive questions addressing the content knowledge provided through materials/activities; phonological awareness using interactive activities; scribble writing and use of letters and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children's understanding of the meanings of words and building children's vocabulary and knowledge about a topic.</p>	<p>No</p>	<p>Read-Alouds are provided that include the teacher introducing text, reading text and questioning after text. A concept may be introduced in a Read-Aloud, revisited or expanded in Connect time, and focused on in a Small Group lesson.</p> <p>On the sample schedule in the Teacher's Handbook, a re-read block is incorporated into daily schedule; however, no instructional strategies are given to develop a re-read lesson. Repeated readings are left up to the teachers (i.e. teachers are encouraged to schedule such activities based on school requirements and children's needs, so they may not always opt to reread stories as part of their daily schedule.)</p> <p>A vocabulary list is provided for each week, and child-friendly definitions are provided although instructions only indicate that teachers should be sure to use the new words and engage children in conversations that encourage them to use the words, too.</p>

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	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4b) Math materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p>	<p>Yes</p>	<p>Within the Math domain, curriculum lessons focus on number sense and geometry. Children learn math concepts through different modalities such as counting-based finger plays such as Five Green and Speckled Frogs (Unit 1 Week 6 Day 5), reading counting books, and playing counting games. There is a math component taught on a daily basis in Fast Focus or Small Group rotations. Review and enrichment is provided as needed on Day 5. For example, in Unit 5 Week 1 Day 1, during the Fast Focus activity Alice the Farmer, children count forward and backwards by 1's and connect numerals and number words to the quantities they represent. On Day 2, in the activity Disappearing Numbers during small group, children count forward from a number other than one. On Day 3, during Fast Focus, children use counting and simple addition and subtraction in the Finger Counting activity.</p> <p>Unit 3, Connect lesson on Measuring Length and Distance, the teacher invites children to predict, measure, and compare as they explore length and distance. Children will hear and have the opportunity to use the words roll, length, and distance.</p> <p>In Unit 4 children learn what a pattern unit is and how to extend it. They also identify, and describe shapes in their environment and use attributes of objects and materials to classify, sort, and compare.</p>
	<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 	<p>Yes</p>	<p>Math materials and activities feature vocabulary words to support the children's growing understanding of concepts.</p> <p>For example, in Unit 5, Growing a Garden, math vocabulary (add, subtract, height, length, more than, less than, measure, problem, solution) is embedded across domains and in discovery and experimentation activities.</p>

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	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided.</p>	<p>Yes</p>	<p>Each week within the unit manuals begins with an overview of the week's activities, the learning objectives for each lesson, and materials teachers will need to have ready for the lessons. Within each lesson, The "At a Glance", "Ahead of Time," and "Notes" sections provide teachers with additional support and guidance for a specific lesson. For example, Unit 5, "Connect", page 28 - Seed Packets, includes all three of these descriptive sections. Teachers quickly see the lesson overview and key-take-aways for the children in the "At a Glance Section" as learning about seeds, understanding how things grows, and reinforcing vocabulary (seed, bean, radish). "Ahead of Time" lets teachers know to have specific materials ready to go - seed-packet cards, radish seed packet, and two plates. Finally, the "Notes" section provides teachers with an alternative option to use lima beans or other seeds as needed if bean and radish seeds are not readily available in their areas.</p> <p>Each lesson includes explanation and specific instructions to teachers, including the language to reinforce, actions to take, and questions to ask. Examples include:</p> <ul style="list-style-type: none"> - Unit 3, Small Group, page 81: Shape Walk: Teachers are told to gather the children, show them the shapes, and demonstrate the activity. They are also provided with specific language to use: "Start by calling out one shape. For example, say, 'Triangle,' and observe whether the children are only stepping on triangles. As the children step on triangles, ask them how they know they are stepping on the correct shape. 'I called out triangle. How do you know you're stepping on the correct shape? That's right; triangles have three straight sides and three angles.'" - Unit 4, Welcome and Read-Aloud, page 68: Meet the Dinosaurs: Teachers are provided with instructions for introducing the book and questions to ask the children. While reading,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			specific motions are explained for teachers: "As you read, point to the dinosaur name and slide your finger under the word as you read it. Each page has a label. Point to the label on page 7, and tell the children that it is called a label. A label helps us understand what we are reading. Show them that the line connects the label to the part of the dinosaur. Take time to look at each label before turning the page."
<p>5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 5a) 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).</p>	Yes	The formative assessment book provides rationale and instructions for ongoing monitoring of children's learning. Assessment is done mainly in small group settings through observational methods. Assessment information is used to help the teacher plan next steps, modify and individualize instruction. Assessment occurs consistently throughout the unit and addresses developmental standards. Checklists are provided for documentation. Math checklists provide trajectory levels to assess. Computer games are used to assess of children's math learning. On Day 5 of each week, Small Group and Fast Focus content are planned based on weekly assessments.
	<p>FOR ALL CURRICULUM TYPES: 5b) Methods to assess children's learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	Yes	Methods to assess children's learning are embedded throughout activities on a daily basis. Each small group lesson features science, math, or social-emotional learning objectives, the book is organized in chronological order by unit, week, and day.
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p>	<p>FOR ALL CURRICULUM TYPES: 6a) Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).</p>	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
Materials and activities reflect a wide range of experiences for skill development. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 6b) 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.
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 and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.	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	A large majority of activities and materials provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Developmental Standards for three and four year olds; opportunities to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			promote physical and motor development are present but limited.
	2. Appropriateness of Curriculum Materials and Activities	Yes	There is evidence of materials and activities to support cultural diversity throughout the curriculum found.
	3. Complexity of Curriculum Materials and Activities	Yes	Math concepts and materials present a logical and coherent progression of complexity through the units over the course of the year.
	4. Quality of Curriculum Materials and Activities	No	Although there is significant time spent reading appropriately complex books to children, opportunities for repeated readings of text are left up to the teacher. Materials and activities allow substantial opportunities for frequent and systematic practice of skills using interactive and hands-on approaches.
	5. Assessment	Yes	The formative assessment book provides rationale and instructions for ongoing monitoring of children's learning. Methods to assess children's learning are embedded throughout activities.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	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: **Connect4Learning: The Pre-K Curriculum**

Age Levels: **Three and Four**

Publisher: **Kaplan Early Learning Company**

Copyright: **2016**

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
3. Complexity of Materials (Non-Negotiable)	1. Within Parameters of Stnds. (Non-Negotiable)
5. Assessment (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	PUBLISHER RESPONSE
SECTION I: 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL INTEGRATED CURRICULA:</p> <p>1a) 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 (i.e., appropriate for the children’s developmental level and address each of the domains listed below):</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>No</p>	<p>Many activities and materials address the Louisiana Birth to Five Early Learning and Developmental Standards for three and four year olds with the exception of the domain of physical and motor development. .</p> <p>Each C4L unit offers explorations of a topic across variety of domains. For example, in the garden unit (Unit 5), math activities involve measuring plant growth and creating a garden mural from shapes. Science is integrated through exploration of sprouting plants, raising worms, learning about the needs of living things, and learning where food comes from. Literacy is covered through reading informational texts and classic stories about gardens and plants, keeping a science journal about growing radishes, and writing invitations to a garden party. Social-emotional learning is addressed through the concepts of working together and collaborating to grow a garden. For example, a lesson on measuring and recording the growth of bean sprouts addresses a social-emotional objective (learning to work collaboratively to solve a problem), a science objective (learning that living things grow over time), a math objective (learning to directly compare sizes using words such as bigger and longer), and a literacy objective (using drawing and writing to record information).</p> <p>Approaches to Learning AL3, AL4: Questioning is used to scaffold, connect and stretch children’s learning. In Unit 3, the book Design It! Build It! is placed in the learning center after it is read to the children. Children are encouraged to use the materials in the center to build structures. As children build, the teacher asks them about the shapes that are really good (or not so good) for building stable structures. They are asked to indicate the attributes of good shapes for</p>	<p>C4L recognizes and supports the importance of children’s physical and motor development; many young children solidify learning by being able to manipulate objects and move their bodies.</p> <p>The C4L sample schedule builds in Outdoor Exploration time each day, and children have the opportunity to utilize learning centers every day to play games and be physically active. Unit 1 of C4L includes many themes and activities to help children increase their understanding of and control over their bodies. Through various activities and learning center opportunities in Unit 1, children will identify, think, and talk about their senses and bodies.</p> <p>Specific examples from the curriculum include:</p> <ul style="list-style-type: none"> - Teacher’s Handbook, Chapter 3, page 31: Sample Schedules - Teacher’s Handbook, Chapter 3, page 38: Using Learning Centers - Unit 1, Learning Centers, page 12: Book Nook - Picture Walk with Your Senses - Unit 1, Learning Centers, page 15: Exploration Station - Fingerprint Exploration, Fun with Sight, Fun with Smells, Fun-with-Senses Sort, Fun with Touch, Fun with Sound - Unit 1, Learning Centers, page 18: Show What You Know Center - Growth Charts - Unit 1, Fast Focus, page 127: Simon Says, "This Many" - Unit 1, Welcome and Read-Aloud, page 135: Goldilocks and Just One Bear - Unit 6, Learning Centers, page 10: How We've Grown! <p>Every C4L day begins with singing one of the many welcome songs listed in the curriculum manuals, and "Fast Focus" lessons typically</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>building and about balance and placement of block which helps build background knowledge for upcoming lessons.</p> <p>Mathematics: CM 1 Children have opportunities to count forward and backward counting seeds (through rhymes, songs, etc.) in Unit 5, Week 1 - Plant and Grow; CM4 is addressed in a variety of math lessons and activities about shapes that progress from identifying (Shapes Match, Unit 2 Week 1 Day 2, page 16), naming (Name that Shape, Unit 2 Week 2 Day 2, page 79), describing and creating (Make Shapes, Unit 2 Week 2 Day 2, page 80) 2D and 3D shapes in Unit 2 to composing and decomposing shapes in Unit 5 (Unit 5 Week 1 Day 2).</p> <p>Science:CS 1 Through unit projects, children practice inquiry skills through deep engagement with science and math concepts. For example in the Unit 3, How Structures are Built, children explore how objects move and are built which culminates in a project: making a set of toys for themselves and another group of children. CS 3 in Unit 2-Life in the City, children make connections among people, animals and plants.</p> <p>Social Emotional: SE 1In Unit 1, think, pair, share strategies are developed to encourage partner cooperation skills and used in a variety of settings. For example, in Unit 1, Week 5, Day 2 in Connect activity How Many Did You Hear?, children open their eyes and think, pair, and share the number of sounds they heard. In small group, children participate in a partner game of How Many? In Unit 2, problem solving puppets are created by the children to use in social discussions along with the Solutions Suitcase to facilitate social problem solving.</p> <p>Creative Arts: CC2 In Unit 1, Week 5, a classroom color collage is created after reading the book</p>	<p>include finger plays, songs, and chants. The children are encouraged to participate in creative movement and/or teacher-directed movement during these daily activities. An example from Unit 1 includes: Unit 1, page 40: "Explain that everyone has a body with parts that can move. Invite the children to move in different ways and count how many times they do each of the moves! Say, 'To be safe, stay in your space.' Start with a simple movement, such as patting heads or clapping hands, to the count of three or a number appropriate for the group. 'Let's clap three times. One [clap], two [clap], three [clap].' Continue with other simple movements, being sure to name the motion and times it should be performed. Invite the children to suggest a number and body motion for the class to try."</p> <p>Additional examples of body movement and control through dance from the curriculum include:</p> <ul style="list-style-type: none"> - Unit 2, Connect, page 85: Expectations Freeze Dance - Unit 2, Connect, page 247: Coral-Reef Dance - Unit 3, Connect, page 131: Turtle Freeze - Unit 4, Learning Centers, page 19: Show What You Know - Dance or Clap a Pattern - Unit 4, Connect, page 47: Turtle Freeze - Unit 6, Fast Focus, page 37: Pattern Dance <p>Examples of whole class active play activities include:</p> <ul style="list-style-type: none"> - Unit 1, page 45: Friendship Wiggle - "We are going to play a game called Friendship Wiggle during our group today. Be sure to stay inside the taped area.' Remind the children that they should stay safe by using friendly touches when playing. Choose a child to begin in the middle of the designated area. Encourage all children to chant the following while the first child acts it out. [Say child's name three times]'s in the middle, [Child's name] can jump, (child jumps) [Child's name] can

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Mouse Paint. Most units have a culminating project that is created with children's art. CC3 There are numerous opportunities to engage in dramatic play experiences and role playing in descriptions of center activities, eg. Unit 2, Underwater Adventure.</p> <p>Social Studies: CSS 2 Unit 6, Children listen to and discuss stories about important people such as Jane Goodall and Sonia Sotomayor.</p> <p>Physical Development: Learning labs are setup that encourage children to write and develop fine motor skills. For example, in the writing center in Unit 2, children are encouraged to create invitations, signs and charts for the culminating project. In Unit 4, in the dramatic play center, children are encouraged to make signs for the Museum Gift Shop, write customer receipts and nametags.</p> <p>However, there is little evidence that the curriculum provides a variety of physical experiences that facilitate muscular development and opportunities to practice physical skills that promote gross motor development other than a time block for outside play on the sample schedule and some simple physical movement activities within lessons such as rhymes and fingerplays.</p>	<p>wiggle, (child wiggles) [Child's name] finds a classmate, (child chooses another child) And shakes her [his] hand. (first child shakes second child's hand) She [he] gives a gentle hug, (first child hugs second child) And that's the end. (first child returns to circle)."</p> <p>- Unit 1, page 69: Two Arm Wave - "Explain that the activity will require movement and that everyone will need space to move. 'Today we are going to move our bodies to show numbers. To be safe during this activity, find a space where you will not touch a neighbor.' Have the children wave their arms up in the air. Ask, 'How many arms do you each have up in the air?' Encourage the children to answer. Repeat with elbows, fingers, knees, feet, toes, head, chin, eyes, and ears. Include spatial terms and motion when possible. 'Wave your elbows in front of you. How many elbows do you have?' Or, 'Put your feet above your head! How many feet are above your head?' Or, 'Wiggle five fingers between your legs!'"</p> <p>- Unit 2, page 125 - "Begin by saying, 'Simon shows,' and holding up one finger. Show the number card for one. Tell the children to jump safely that number of times. Repeat with another small numeral. Ask the children to touch their toes a small number of times."</p> <p>- Unit 2, page 108 - "Have children 'write' a numeral 1 in the air with their fingers while you say this small rhyme: Straight line down, and then we're done. That's the way to make a one! Do this again with the numeral 2."</p> <p>Children in C4L classrooms are invited to use tools throughout the day. Within the various Learning Centers (Dramatic Play, Exploration Station, Show What You Know, Art Center, Writing Center, Construction Zone, Games and Puzzles Center), children develop their fine motor skills daily, using various items and tools throughout their activities. The art center and</p>

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				<p>writing center especially come to mind with writing tools and scissors available. Puzzles are encouraged as a great way to build motor skills are available to children daily in the games and puzzles learning center.</p> <p>Specifically, during Unit 3 (page 139), children play a Chopstick Challenge game where they use bound chopsticks to pick up pompoms and beads then discuss which of the two is easier to pick up: the large, soft pompoms or the small, hard beads. Children also string beads in Unit 3 (page 218) comparing how it feels to string beads when they can and cannot bend their fingers (supporting the unit's focus on form and function). During Unit 3, children learn about how-to texts: they follow them and create their own. All of the how-to texts are hands-on and require the use of fine-motor skills: cutting fruit, picking up raisins, spreading cream cheese.</p> <p>Additional examples of small muscle control and coordination development include:</p> <ul style="list-style-type: none"> - Math skills are reinforced through fun songs and fingerplays during "Fast Focus" lessons. For example, in Unit 2 (page 81), the children learn "Five Red Apples" and in Unit 3 (page 76) they sing "Itsy Bitsy Spider." - During Unit 5 (page 4), children use gardening tools and make a garden collage as part of the class project: all children will participate in cutting paper for the garden elements and decorating the collage. Also in Unit 5 (page 87), children plant seeds and tend to their plants by watering them with a watering can. - The C4L sample daily schedule also includes snack time, during which the children should be pouring and drinking their own water/milk. <p>More fingerplay examples:</p> <ul style="list-style-type: none"> - Unit 1, Fast Focus, page 134, 168: Two Little Friends

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>- Unit 1, Fast Focus, page 240: Judy Works with One Hammer</p> <p>- Unit 1, Fast Focus, page 243: Five Green and Speckled Frogs</p> <p>- Unit 2, Fast Focus, page 172: Elephants Went Out to Play</p> <p>- Unit 2, Fast Focus, page 223, 244: Ten Little Hermit Crabs</p> <p>- Unit 3, Fast Focus, page 116, 146, 147: Five Green Speckled Frogs</p> <p>- Unit 3, Fast Focus, page 252: Ten Green Speckled Frogs</p> <p>The recommended/sample schedules for Connect4Learning (provided in the Teachers Handbook, page 31) emphasize the need for outdoor play in both a half-day and full-day program. Additionally, throughout the curriculum, games involving strength and balance are incorporated into daily activities. An example of two games demonstrating this from Unit 3 are:</p> <p>- Page 90: "Remind the children of this game that they have played before. Ask the children to get their jumping legs ready! Begin the game by saying, 'Simon shows,' and holding up four fingers. Tell the children to jump that number of times. As the children begin jumping, count their jumps with them, slowly enough to help them keep one-to-one correspondence. Say 'Simon shows' again, and hold up a different number of fingers. Tell them to jump safely that number of times, and count their jumps with them."</p> <p>- Page 191: "Talk some more about how various parts help animals to move in certain ways that help them get around their environment. Ask the children to do some of the animal movements and to describe why they can or cannot do them. If time allows, have the children move in patterns. For example, ask them to do two kangaroo hops and a duck paddle, then repeat."</p> <p>Additional physical activity examples (with</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>reminders to be safe while jumping and active):</p> <ul style="list-style-type: none"> - Unit 1, Connect, page 157: Elephants Went Out to Play - Unit 1, Fast Focus, page 232: Moves to Count - Unit 1, Fast Focus, page 240: Judy Works with One Hammer - Unit 2, Fast Focus, page 40, 88: Moves to Count - Unit 2, Fast Focus, page 119: One, Two, Buckle My Shoe - Unit 2, Fast Focus, page 125, 155: Simon Shows - Unit 2, Connect, page 129: Numeral 4 - Unit 2, Fast Focus, page 172: Elephants Went Out to Play - Unit 2, Fast Focus, page 208, 212, 213: Numeral 8 and Eight Jumps - Unit 2, Fast Focus, page 236, 249: Count Jumps - Unit 3, Small Group, page 81: Shape Walk - Unit 3, Fast Focus, page 90, 220: Simon Shows - Unit 3, Fast Focus, page 127, 197: Moves to Count - Unit 3, Fast Focus, page 142, 146: Wiggle, Jiggle, Jump - Unit 3, Connect & Small Group, page 175-178: Ball and Scoop - Unit 4, Fast Focus, page 50: Moves to Count - Unit 4, Fast Focus, page 72: Moves to Count! Forward and Back - Unit 4, Fast Focus, page 79, 100: Shape-Counting Jump - Unit 4, Fast Focus, page 189, 230: Simon Shows - Unit 4, Fast Focus, page 194: I'm So Glad to See You - Unit 5, Fast Focus, page 39: Plant and Grow - Unit 5, Fast Focus, page 95: Grow, Grow, Grow - Unit 5, Fast Focus, page 184: Make Body Triangles - Unit 6, Fast Focus, page 30, 50: Shape-Counting Jump <p>Children also develop appropriate health and hygiene skills in their C4L classrooms. In Unit 5, children study gardens and learn about healthy</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>foods. They follow how-to directions to make Food Friend faces out of fruits and vegetables; they sort types of foods; and they learn about foods coming from specific plants. Children's literature in C4L reflects experiences with weather and seasons, and the lessons using these books guide teachers to have authentic conversations about the book and children's own experiences. For example, they read 'Snowy Day' by Ezra Jack Keats (Unit 3, page 43) and talk about snow, cold weather, and warm clothing. They also read 'How Will We Get to the Beach?' by Brigitte Luciani (Unit 3, page 199) and talk about things to take to the beach including sunscreen.</p> <p>Nutritious Food and Healthy Eating lesson examples:</p> <ul style="list-style-type: none"> - Unit 5, Read-Aloud, page 140: Growing Vegetable Soup - Unit 5, Connect, page 157: Our Stone Soup - Unit 5, Fast Focus, page 160: Chop, Chop, Chippety Chop - Unit 5, Read-Aloud, page 147: Plants We Eat and How They Grow - Unit 5, Connect, page 189: Conrad the Confused Crow Mixes Up Dinner - Unit 5, Read-Aloud, page 207: Our Community Garden - Unit 5, Connect, page 210: Where Did This Come From? - Unit 5, Read-Aloud, page 224: Eating Pairs - Unit 5, Read-Aloud, page 239: An Alphabet Salad - Unit 5, Read-Aloud, page 247: The Ugly Vegetables <p>Other Health and Hygiene examples:</p> <ul style="list-style-type: none"> - Unit 1, Learning Center - page 11: signs reminding children to wash hands - Unit 1, Snack Time, page 54: children wash their hands before eating their snack

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>- Unit 4, page 39: Meet the Expert activity: children guess the job after the teacher describes the person: "I help people stay healthy. I give them checkups. Sometimes I give them medicine if they are sick. Am I a museum curator? No? What am I? (a doctor, nurse, or other medical professional)"</p> <p>- Unit 2, page 169: teachers are encouraged to suggest that children hum the Alpha Pig song as they brush (their teeth). As a hygiene practice, it ensures that children brush for an extended time.</p> <p>- Unit 2, page 169 - Don't Waste That Water: children learn about water as a precious, necessary resource and pretend to brush their teeth.</p> <p>- Unit 5, page 111: teacher talks about washing fruit before eating it</p> <p>- Unit 5, page 218: children learn about and discuss what plants, animals, and people need to grow and be healthy</p> <p>Safe behaviors are also emphasized throughout C4L. During Unit 1 (introduced on page 28, then reviewed throughout the Unit on pages 38, 45, 46, 50, 101), classroom expectations are reviewed. One of the three expectations is 'be safe.' A poster reflecting the expectations with 'be safe' is introduced in Unit 1, then displayed at children's level and remains posted in the classroom. Teachers explain that the expectations help everyone to work and learn safely. They also ask the children what it means to do each item on the expectations chart, and why these behaviors are important. Teachers ask the children what would happen if they did not behave in safe and respectful ways.</p> <p>More examples of personal safety practices and routines: in these examples, teachers talk about safety and children are reminded to act safely, be safe, and discuss safe classroom practices. Children also identify solutions based on their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>solutions suitcase which include safe, fair solutions:</p> <ul style="list-style-type: none"> - Unit 1, Connect, page 28: How Many Are Here Today? - Unit 1, Small Group, page 38: Counting Time - Unit 1, Connect, page 45: Expectations Review and Friendship Wiggle - Unit 1, Connect, page 84: Center Sort and Outdoor Brainstorm - Unit 1, Small Group, page 197: Expectations Scavenger Hunt - Unit 2, Read-Aloud, page 42: Goldilocks and the Three Bears: A Problem-Solving Story - Unit 2, Connect, page 44: Problem-Solving Steps - Unit 2, Small Group, page 46: Introduction to the Solution Suitcase: Take Turns and Ask Nicely - Unit 2, Small Group, page 86: Solutions 2: Ignore, Say "Please Stop," Get a Teacher - Unit 2, Read Aloud, page 120: Apiyoyo Returns - Unit 2, Connect, page 122: Solution Spot Game - Unit 2, Small Group, page 123: Solutions 3: Trade, Play Together, and Get a Timer - Unit 2, Read-Aloud, page 158: We Are Problem Solvers - Unit 2, Small Group, page 161: Problem-Solving Puppets - Unit 2, Connect, page 197: Problem-Solving Letters - Unit 2, Small Group, page 198: Super Solver Game - Unit 2, Small Group, page 235: Problem-Solving Pages - Unit 3, Read-Aloud, page 85: The Chocolate-Covered-Cookie Tantrum - Unit 3, Small Group, page 88: Introduce Tucker the Turtle - Unit 3, Read-Aloud, page 129: Sometimes I'm Bombaloo - Unit 3, Small Group, page 132: Tucker the Turtle Class Pages - Unit 3, Connect, page 131: Turtle Freeze - Unit 3, Connect, page 170: When I Feel Angry

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<ul style="list-style-type: none"> - Unit 3, Small Group, page 210: Emotions Matching Game - Unit 3, Read-Aloud, page 232: My Car - Unit 3, Read-Aloud, page 261: Traffic Signs Shape Book - Unit 4, Small Group, page 163: Armored and Safe - Unit 4, Connect, page 192: Prince and Princess Problem Solving - Unit 5, Small Group, page 197: Pizza Problem Solving
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>2a) Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., child chooses interest areas/learning centers and activities within each).</p>	<p>Yes</p>	<p>Materials and activities are provided through both teacher-directed and child-initiated experiences. There are examples of full day and half day schedules provided in the teacher's handbook (page 31). The daily schedule indicates a balance of whole and small group blocks, free choice learning centers, and outdoor play.</p> <p>Welcome and Read Aloud, Connect and Fast Focus are taught in teacher-directed whole group instruction. The Welcome part of the lesson occasionally includes information to share with the children and always includes the direction to sing a welcome song from appendix A of the unit manual. The Read-Aloud part of the lesson is an important curriculum-provided activity, as the lessons are carefully designed to support children's learning and reflect research on effective read-aloud practices. Connect lessons are typically used to introduce or review concepts and games that will be featured in Small Group. In Small Group lessons, teachers provide direct instruction to three or four children while the other children are engaged in the learning centers. Small group lessons include many games and fun activities for a teacher and children to</p>	

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			<p>work on together. Small Group is also a time for assessment. Fast Focus lessons are short, five-to-ten-minute lessons that reinforce the learning for that day. There are always two Fast Focus lessons, often featuring math and phonological awareness or alphabet knowledge.</p> <p>Considering small group rotations, children have a total 105 minutes of child initiated free choice play in learning centers each day. Learning centers are setup and designed to encourage engagement and facilitate children’s learning. For example, in Unit 3 after introducing the emotions collage in Week 1, teacher will place materials in the art center, and encourage the children to add pictures to the collage throughout the unit as they learn more about emotions. In the Games center, materials are provided to play Name That Shape! Using chart paper and a marker, have children make and discuss triangles. If they decide a shape is not a triangle because one of its sides is not straight, it is not closed, or it has too many or too few sides, children can fix the shape to make it a triangle. Each week brings a new C4L pre-K game for children to play at the computer or on a multi-touch mobile device. The games reinforce your instruction of the lessons in the unit. Unit 3 computer games focus on shapes and simple addition and subtraction and begin patterning work.</p> <p>A cooperative unit project is set up in the Show What You Know learning center that encourages inquiry, exploration, investigation, creation. For example, in Unit 4, Exploring Museums, as children learn about the artifacts and collections that can be found at museums, they will identify and create the exhibits and elements of their own class museum. The class museum can include displays on anything that the children find particularly interesting. Unit 6, Growing a Garden, culmintates with the children planning and setting up a garden party.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			In Unit 6, How We've Grown, children direct the lesson by choosing favorite books and activities from the year to revisit.	
	<p>FOR ALL CURRICULUM TYPES: 2b) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, etc.</p>	Yes	<p>Materials and activities allow substantial opportunities for frequent and systematic practice of skills using interactive and hands-on approaches. At the beginning of each unit, extensive information is provided for learning lab setup to support learning objectives. Learning center activities are set up to support learning concepts and objectives. For example, in Unit 3, the unit focuses on how structures and tools work and how to make or do things. Children explore the form and function of objects through observations, simple experiments, games, and activities. In particular, they explore how objects move and investigate their shapes and uses. They imagine, design, and create using a variety of hands on tools. Dramatic Play in this unit revolves around a toy store and a toy factory. The area starts out as a toy store and then becomes a toy factory in later weeks as children construct their own toys. In the Shadow Building activity In the Block Construction Zone in Unit 4, children explore the types of shadows that blocks make. The teacher places flashlights in the center and starts off by modeling how to use them. In Unit 4 Nature Collection, children collect materials from outdoors during play time or walks. Children can bring in leaves or branches that have fallen from trees, stones, and other items that represent your environment. The children can place these in a box for the museum display and come up with captions to describe the collection. You can also have children sort and label the parts of this collection such as rocks or leaves. In Unit 5, Growing a Garden, gardening tools and various sizes of pots are placed in the dry material centers for children to compare and use to explore height, width, and volume. Add</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>gardening tools to the table as well. A seed sprouting experiment set up in the science center for discovery learning.</p> <p>In unit 4, Exploring Museums, in week 2, on day 1, children segment the first sound in a word. Children make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. On day 4, students blend onset and rime to produce a word for example using /f/ /ish/ to make /fish/. Children will make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. Karen Parrino</p> <p>In unit 5, Growing our Garden, week 5, day 1, students make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. Students recognize words that begin with the same sound and generate words that begin with the same sound. On day 4, students play “I Spy” and make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. Students recognize words that begin with the same sound and generate words that begin with the same sound.</p>	
	<p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.</p>	<p>No</p>	<p>In the introductory section of Unit 1 (page xi), it is suggested that teachers welcome families and communities into the classroom by labeling objects in children’s home languages, having children make posters about their families and their communities and hanging the posters in the room, and including books that reflect individual children’s families and communities, however, there was limited evidence of materials and activities to support cultural diversity throughout the curriculum. With access to the materials provided for review, there was limited evidence in instructional strategies, lessons that are taught, books that are</p>	<p>Equity and the importance of giving children the opportunity to speak and be heard are at the core of Connect4Learning. The lessons, strategies, and books and materials are reflective of the diversity in our country AND uphold this diversity as important.</p> <p>The C4L book set includes 120 children's books related to the content and concepts introduced. Books are used across topics within various lessons, as well as made accessible in the Book Nook.</p> <p>Additionally, recommendations for placing</p>

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			<p>read, activities that are completed or materials such as books, pictures and vocabulary that addressed cultural diversity within the daily curriculum.</p>	<p>materials familiar to children's home environments in the learning centers (Unit 1, page 13) and labelling classroom items in children's home languages are provided (Teacher's Handbook, page 49). Further, in the "Continue the Learning" part of the daily "Welcome and Read-Aloud" activities of Unit 1, teachers are encouraged to teach interested children about American Sign Language (ASL) and the relevant vocabulary ASL signs from the story (see Unit 1, page 156, for example).</p> <p>Other examples of multiculturalism from the curriculum include:</p> <ul style="list-style-type: none"> - Teacher's Handbook, Chapter 3, page 45: Supporting Dual Language Learners - Teacher's Handbook, Chapter 3, page 47: Supporting Children with Disabilities - Teacher's Handbook, Chapter 3, page 49: Engaging Families - Unit 1 Dramatic Play Learning Center, page 13: Home and School materials encourage children to role-play familiar roles from their houses and classrooms - Unit 1, Small Group, page 30: Launch Meet Our Class Book and Individual Pages - Unit 1, Welcome and Read-Aloud, page 82: Can I Play Too? - Unit 1, Welcome and Read-Aloud, page 155: Yo? Yes! - Unit 1, Welcome and Read-Aloud, page 169: Abiyoyo - Unit 2, Welcome and Read-Aloud, page 42: Goldilocks and the Three Bears: A Problem-Solving Story - Unit 2, Welcome and Read-Aloud, page 120: Abiyoyo Returns - Unit 2, Welcome and Read-Aloud, page 165: Joseph Had a Little Overcoat - Unit 3, Welcome and Read-Aloud, page 35: Design It! Build It! - Unit 3, Welcome and Read-Aloud, page 58:

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				<p>Design It! Build It!</p> <ul style="list-style-type: none"> - Unit 4, Welcome and Read-Aloud, page 178: The Princess and the Pea - Unit 5, Welcome and Read-Aloud, page 207: Our Community Garden - Unit 5, Welcome and Read-Aloud, page 247: The Ugly Vegetables - Unit 6, Welcome and Read-Aloud, page 46: Sonia Sotomayor: A Judge Grows in the Bronx <p>The following C4L books include multicultural themes and/or depictions:</p> <ul style="list-style-type: none"> - Abiyoyo by Pete Seeger (Unit 1, page 169) - Abiyoyo Returns by Pete Seeger (Unit 2, page 120) - Classroom Up Close by Kari Cornell (Unit 1, page 90) - Design It! Build It! by Susan Ring (Unit 3, page 35) - Goldilocks and the Three Bears: A Problem-Solving Story by Lindsay N. Giroux and Mary Louise Hemmeter (Unit 2, page 42) - Life in the City by Kari Cornell (Unit 2, page 28) - Nature Up Close by Kari Cornell (Unit 1, page 237) - Our Community Garden by Barbara Pollak (Unit 5, page 207) - Our Senses by Kari Cornell (Unit 1, page 48) - People and the Environment by Jennifer Boothroyd (Unit 2, page 57) - The Princess and the Pea by Rachel Isadora (Unit 4, page 178) - Reusing and Recycling by Charlotte Guillain (Unit 2, page 134) - The Snowy Day by Ezra Jack Keats (Unit 3, page 43) - Sonia Sotomayor: A Judge in the Bronx by Jonah Winter (Unit 6, page 46) - The Ugly Vegetable by Grace Lin (Unit 5, page 247) - Water by Kari Cornell (Unit 2, page 108) - We Are Problem Solvers by Lindsay N. Giroux

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				<p>and Mary Louise Hemmeter (Unit 2, page 158) - Yo? Yes! by Chris Raschka (Unit 1, page 155)</p> <p>In addition to the books listed above, diversity is reflected throughout the C4L curriculum materials, including:</p> <ul style="list-style-type: none"> - Solutions Suitcase and Children's Solution Cards - Classroom Games: Emotions Matching Card Game, Friendship Skills Board Game, Get Goldilocks Home Board Game, Emotions BINGO - Alphabet Cards: charts, letter cards, embedded letter cards - Additional Card Aids: Vocabulary Cards, Emotions Cards; Expectations Cards; Friendship Skills Cards; Medieval Photo Cards; Think, Pair, Share Cards - Poster Set: The Alphabet; Problem Solver; Classroom Expectations; Think, Pair, Share; Emotions; Friendship Skills - Please see the link below for a sampling of how diversity is reflected in C4L materials. All materials are introduced by teachers to the C4L classroom. The first four images are C4L posters and become permanent fixtures of the C4L classroom; the next four are cards part of the Solution Suitcase (also posted in the C4L classroom); and the final two images are the covers of two C4L books: ----- http://adobe.ly/2dTEqs0 <p>Children are also invited to share their own backgrounds and cultural identity throughout the C4L classroom and in many lessons. Children's families are engaged and welcomed into the classroom by labeling objects in children's home languages; having children make posters about their families and their communities and hanging the posters in the room; and including books that reflect individual children's families and communities (Unit 1, page 49).</p> <p>Learning Centers are designed for teachers to</p>

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				<p>include items reflective of all students' backgrounds, and they provide children with many opportunities to share items from their own home. Examples include:</p> <ul style="list-style-type: none"> - Unit 1 Dramatic Play Learning Center (page 13) includes props that will be familiar to children from their own homes. Items in the "Home" area reflect the children's home environments, such as recipes, newspapers, books, empty boxes of food--with original labels reflective of children's home languages--and artwork. Other items include: photos of children with their families; wall hangings reflecting the local community; female and male dolls, commercial and homemade, to reflect the skin colors, hairstyles, facial features, and special needs of children in the program; and clothing. - Unit 2 Construction Zone Learning Center (page 12) includes the "Build a Home" activity. Children can make representations of their own homes for toy people or use pictures of homes to build different types of houses - Unit 4 Exploration Station Learning Center (page 16) includes the "Collections from Home" activity. Children bring in a group of items from home, and the items will then make up a display in the classroom museum <p>During many lessons throughout the C4L curriculum, children share about their own homes, families, and experiences. Examples of children sharing their culture include:</p> <ul style="list-style-type: none"> - Unit 1, page 221: "Encourage the children to think of, draw, or bring in photos or (small) items from home that begin with the /a/ or /ay/ sounds." - Unit 1, page 234: "Send home a brief note asking families to help children be 'spies.' Ask them to please draw or write down descriptions of the sounds they hear and the scents they smell when they eat dinner. Review these with the children over lunch the next day or during whole

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				<p>group."</p> <ul style="list-style-type: none"> - Unit 2, page 77: "Ask the children what things they have at home that are rectangles. Think, pair, and share." This activity is repeated with squares on page 98 of Unit 2. - Unit 3, page 46-47 and Unit 4, page 48: During these activities, children create emotions collages, finding faces in different magazines, newspapers, or photographs. Children can also draw pictures or dictate experiences as they feel different emotions. Teachers can encourage families to find other photos or pictures at home and glue them onto the display at school. - Unit 3, page 59: "Ask the children to bring in a drawing, photo, or description of their own home. Describe the materials it is made from and the form of the roof. You could talk about how homes in the book are different from and similar to their own homes." - Unit 4, page 33: After discussing collections, teachers can send home a note inviting families to share part of their own collections or photos of them with the class. - Unit 5, page 147: Children name plant parts that they eat at home, and this information is added to the table by the teacher. - Unit 5, page 248: "Ask families whether they grow or eat any vegetables that other children and families might not know about. Invite children and families to share examples from their own homes and cultures." <p>C4L is also inclusive in its teaching techniques, as it aims to ensure all children are actively engaged and participating in activities. One of the three C4L puppets used to reinforce children's learning, Conrad the Confused Crow (introduced in Unit 2), is used to engage with children as they practice counting and build a variety of counting concepts and skills. As explained in the Teacher's Handbook on page 21: "Conrad makes continual mistakes while attempting to count and maintain</p>

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				<p>one-to-one correspondence, for example: saying numbers in the wrong order, skipping numbers, repeating numbers, and substituting numbers. In this classroom, children love to listen for Conrad's mistakes and help him correct them. Children, particularly those from cultures that prize deference to adults, may hesitate to correct teachers, but they joyfully tell Conrad when he makes a mistake! When they do so, they become less likely to make the same mistakes themselves." Additionally, playing with hand puppets especially supports DLLs as they develop their new language skills, because they feel safe to take risks and make mistakes. See page 45 of the Teacher's Handbook for more information on supporting DLLs.</p> <p>Think, Pair, Share is another technique used throughout C4L for engaging all children during group activities. Working in pairs to answer a question posed by the teacher allows all children to speak and be heard. Think, Pair, Share also provides children with an additional safe space in the classroom where they can practice with their peers, and offers DLLs opportunities to comfortably speak with just one peer instead of to a group or the entire class. The technique is explained in the Teacher's Handbook (page 70) and introduced to students in Unit 1 on Day 3 (page 42). Think, Pair, Share is then used regularly in C4L lessons.</p>
	<p>FOR ALL CURRICULUM TYPES: 2d) 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>Yes</p>	<p>Materials and activities are incorporated throughout a variety of settings including whole group (Welcome and Read Aloud, Connect and Fast Focus), rotating small group instruction and learning centers. Examples include:</p> <p>Welcome and Read-Aloud in Unit 3, Design It! Build It!, children explore and describe the relationship between form and function in both natural and human-made objects. In Connect activity, Conrad the Confused Crow and</p>	

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			<p>Rectangles, children explore and describe the relationship between form and function in both natural and human-made objects.</p> <p>In Small Group, Name That Shape! Activity children distinguish between visually similar nonexamples of familiar 2-D shapes. Children name and describe the attributes of familiar 2-D and 3-D shapes. Children recognize sides as distinct geometric objects and corners as distinct geometric objects.</p> <p>In whole group Fast Focus, Reading the Alphabet Chart, children name letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. Children have opportunities to distinguish print from pictures and learn that letters represent sound in language—the alphabetic principle.</p> <p>In small group math, Triangles, Triangles!, children distinguish similar nonexamples of familiar 2-D shapes. They name and describe the attributes of familiar 2-D and 3-D shapes.</p> <p>In Daily Small Group Review and Enrichment, use this Small Group time to complete activities with children who have missed anything and to work with children who need extra support or challenge. As needed, children are given more practice on important skills.</p> <p>At the beginning of each unit is a description of center materials and activities that support practice of information/skills addressed during other daily activities such as whole and small group settings..</p>	
	<p>FOR ALL CURRICULUM TYPES: 2e) Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	<p>Yes</p>	<p>Materials and activities are appropriate for the domains and skills they are intended to address. Learning objectives are linked to each daily instructional block - Welcome and Read Aloud, Connect, Small Group, and Fast Focus. In Unit 1,</p>	

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			<p>Week 2, Day 4, the Fast Focus activity is Subitize! The objective states children will quickly recognize the number of objects in small groups (perceptual subitizing). The activity and materials support the objective. Without the children seeing the dot-side of the card, cover a card that has two dots, and show the children the cloth-covered card. Tell them to pretend their eyes and brains are cameras and to get ready to take a picture when you remove the cloth. Remove the cloth and show the dots for two seconds, then cover the dots again. Tell the children that you will say, "Ready, set, go!" and they should use their fingers to show how many they saw. The process is repeated with two- and three-dot cards, and four or five dot cards as interest allows. The game is placed in a learning center for student practice and engagement during free choice time.</p> <p>In Unit 5 Week 1 Day 1 the letter Hh is introduced during Fast Focus. Objectives state children will make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. Children will recognize words that begin with the same sound. Children will generate words that begin with the same sound. The activity supports all learning objectives.</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:</p> <p>3a) Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).</p>	<p>Yes</p>	<p>Math concepts and materials present a logical and coherent progression of complexity through the units over the course of the year. Math concepts begin in Unit 1 with verbal counting and 1 to 1 correspondence in the Get Goldilocks Home activities (Unit 1 Week 4 Day 2). In Unit 1 and 2, vocabulary and read alouds are complex math concepts develop and students count daily. Throughout Units 1 and 2, mathematic concepts increase in complexity and students are challenged. For example, children who have been counting to ten (or the number you have been using with them) are now</p>	

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			<p>challenge them to count to an even higher number. In Unit 3, Day 2, Connect learning block, What Number Now? activity, children are learning to subitize and connect counting to simple addition and subtraction. On the Unit 3 Connect lesson Name That Shape! , children will distinguish between visually similar non examples of familiar 2-D shapes. Children will name and describe the attributes of familiar 2-D and 3-D shapes. Children recognize and describe sides as distinct geometric objects.</p> <p>Phonemic awareness follows the continuum providing opportunities in Unit 1 for developing listening skills, alliteration and recognizing rhyming words in the activity "Willaby Wallaby" (Unit 1, Week 3, Day 1), linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. In Unit 3, In Fast Focus (Unit 3, Week 4, Day 2), in the activity What Sound Do You Hear?, children segment the first sounds in a word. In Fast Focus in Unit 5, Week 2, Day 2, children blend two or more phonemes into a word. For example, the child hears /b/ /e/ and then responds with bee.</p> <p>In the Read-Aloud Lesson, Albert's Alphabet, in Unit 3, children will identify the sequence in which an event occurs and explain why one step has to happen before the next. Children will construct meaning from, respond to, and apply knowledge from text read aloud.</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 and literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> Regular read alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children's background knowledge and vocabulary development 	<p>No</p>	<p>Read-Alouds are provided that include the teacher introducing text, reading text and questioning after text. A concept may be introduced in a Read-Aloud, revisited or expanded in Connect time, and focused on in a Small Group lesson.</p> <p>On the sample schedule in the Teacher's Handbook, a re-read block is incorporated into daily schedule; however, no instructional strategies are given to develop a re-read lesson.</p>	<p>The Teacher's Handbook provides guidance to teachers on how they should introduce books, and how to think about re-reading books (see pages 26 - Welcome and Read-Aloud; 30 - At a Glance). Specific teaching strategies for "Read-Alouds" are also provided in Chapter 4 of the Handbook on page 64.</p> <p>The schedules provided in the C4L Teacher's Handbook are samples to show teachers how the C4L day is generally organized. While the order of</p>

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	<ul style="list-style-type: none"> Frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding <p>Examples: Using read-aloud materials (books, songs, rhymes, etc.) that make meaningful connections within a topic; interactive questions addressing the content knowledge provided through materials/activities; phonological awareness using interactive activities; scribble writing and use of letters and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children’s understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p>		<p>Additionally, while a vocabulary list is provided for each week, there are no teaching strategies provided and few or no opportunities to practice or assess children’s understanding and use of new words. Instructions simply say, “Most lessons feature vocabulary words to support the children’s growing understanding of concepts. Be sure to use the words and engage the children in conversation, so they can use the words, too.”</p>	<p>the C4L lessons is important, other components of the schedule can be swapped out, removed, or extended, as appropriate to a specific classroom. Because all classrooms, schools, and children are unique, teachers are encouraged to utilize a schedule that meets their school’s requirements and students’ needs. Thus, not all teachers may choose to have “Reread a Story” as part of their classroom daily schedule.</p> <p>When teachers do choose to re-read books, they can continue reinforcing the week’s vocabulary and engage the children through questions and further exploration beyond the day’s lesson. Teachers can also use re-reading time to build upon any “A-Ha” moments students had during the day or week. Additionally, teachers can utilize the “Continue the Learning” section at the end of “Read-Aloud” and “Small Group” lessons to give them additional ideas for rereading a story. For example, Unit 1, page 34 “Read-Aloud”, Owl Babies, includes tips for teachers in the “Continue the Learning” section for when they reread the book: “Reread the book, and talk about the different owl facts contained within the text, such as owls are nocturnal and are said to be wise. Read an informational text about owls with the children to learn more about the birds.” Other examples from Unit 1 can be found on pages 170 and 216.</p> <p>Every week the C4L Curriculum introduces new books related to concepts in the unit. The 120 titles in the book set include familiar and less familiar fiction, how-to-texts, biographies, and 24 books written specifically for the curriculum. Each unit provides a list of book titles to be used throughout that unit (examples - Unit 1, page 5; Unit 2, pages 6-7). Books are typically introduced during the “Welcome and Read-Aloud” and may later be used in “Small Group”, and/or added to a Learning Center. As early as Unit 1, week 1, Day 2</p>

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				<p>(page 34), guided instruction is provided for the teachers on how to begin introducing parts of a book to the children. C4L also includes print materials for teachers to post in the classroom or use during activities. The Classroom Expectations poster (introduced in Unit 1) and Solution Suitcase (introduced in Unit 2) are both permanent visual aids to be posted and referenced throughout the school year. Small, medium, and large cards (used throughout the curriculum) are included in the kit, and used during various large group and small group activities to support vocabulary development within the context of content learning.</p> <p>Teachers using Connect4Learning expose children to an extensive vocabulary through literature and conversations. Directions are incorporated into Learning Centers to provide teachers with ideas and strategies for incorporating vocabulary into center activities: see Unit 1, page 9 where teachers are encouraged to use sensory words with children in the art center and how children also have the opportunity to learn math vocabulary there, too.</p> <p>Each C4L unit includes new vocabulary related to the unit's concepts; each week starts with the list of vocabulary words that should be used during the week. The vocabulary words are also reinforced through "Read-Alouds", lesson activities, and items in the Learning Center. The Formative Assessment also checks students' understanding and use of the vocabulary words. See the Formative Assessment, page 217. Throughout the lessons, teachers are directed to utilize the Formative Assessment at various points and reminded to keep current on them. Teachers are also encouraged to catch up on any Assessment logs during "Small Group" activities in the "Checkpoint" section (see Unit 2, page 60 for an example). At the beginning of each activity</p>

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				<p>in which vocabulary is introduced or should be reinforced, the "At a Glance" section provides teachers with guidance on which vocabulary words to focus on during the lesson.</p> <p>There are many different ways vocabulary is utilized by both teachers and children in C4L. Vocabulary from each unit is used and emphasized throughout C4L lessons, activities, and learning centers. Children engage with the same vocabulary words throughout an entire day, week, and sometimes, unit. For example, on Day 1 in Unit 5 (page 26), children are introduced to the new words – community, garden, steep, grow, growth, moist, weeds, earthworm, insect, shoot, harvest – as the teacher reads 'Our Community Garden', by Barbara Pollak. They are then introduced to the words 'seed', 'bean', 'radish', and 'sprout' during two "Connect" activities, looking at seeds themselves in one of the activities. The "Small Group" activity that day reinforces the words 'seed', 'bean', 'sprout', and 'radish'; children begin their seed-sprouting and planting experiment as they plant seeds, while the teacher asks them questions using the words 'seed', 'grow' and 'sprout.' Finally, in the "Fast Focus" lesson that day, children learn a song, "Alice the Farmer", which uses the words 'seed' and 'grow.' Children continue to use these same vocabulary words throughout the week as they monitor their plant experiments, and also throughout Unit 5 as they learn more about plants and gardens, conduct more growing experiments, and work on the unit garden party project in various lessons and learning centers.</p> <p>Early pilot data on the effectiveness of C4L show in pre- and post-test achievements that children in C4L classrooms significantly outperformed children in a comparison group on various measures, including vocabulary knowledge. For more information, see the White Paper:</p>

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				<p>Addressing the Needs of Children from Under-Resourced Communities with Connect4Learning (http://www.connect4learning.com/research/whitpapers/).</p> <p>Vocabulary used in C4L is complex, rich, and descriptive, and is further emphasized in the math and science vocabulary children learn throughout the program. Teachers use the vocabulary purposefully, engaging the children in activities to encourage their use of the words. Such activities include: defining new vocabulary words, having children repeat new words, and asking children questions containing vocabulary words. Within C4L, specific instructions, strategies, and many times exact language, is included for teachers to use when teaching children vocabulary. For example, when introducing new vocabulary, the “Name That Unit!” activity in Unit 4, page 151, offers teachers specific instructions: “Invite the children to join you for a patterning activity. To begin, ask, ‘What does horizontal mean?’ Draw a horizontal line on the paper, and explain, ‘Horizontal means ‘side to side.’ Repeat the process, asking the children to define vertical and slanted. Demonstrate by drawing vertical and slanted lines on the paper.”</p> <p>A selection of the broad range of vocabulary words introduced, used, and assessed in C4L are as follows:</p> <ul style="list-style-type: none"> - Unit 1: blubbered, compliment, cooperation, foul, free-flowing, frothy, magnify, observation, pattern, prediction, stiff, wailed - Unit 2: connection, coral reef, environment, expectations, fins, habitat, invitation, recycling, rhombus, scavenger hunt, solution, waste - Unit 3: bookmark, cone, construction, crawl, curved, cylinder, disappointed, frustrated, function, gallop, horizontal, prism, pyramid, slither, sphere, structure, tiling, vertical - Unit 4: armor, artifact, blending, blueprint,

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				<p>collector, curator, engineer, exhibit, expert, extinct, gargoyle, hexagon, imaginary, index, museum, paleontologist, protection, right angle, symmetric, trapezoid</p> <p>- Unit 5: accident, bloom, burrow, curious, earthworm, experiment, fragrance, furious, harvest, height, insect, jealous, life cycle, moist, oval prediction, proud, root, seedling, sprouting, steep, subtract, weight</p> <p>- Unit 6: biography, chimpanzee, data, disappointed, graph, scientist</p> <p>A few examples of teachers having children practice and repeat vocabulary words include:</p> <p>- Unit 1, Small Group, page 111: Our Senses: Sight Poster</p> <p>- Unit 1, Welcome and Read-Aloud, page 115: Goldilocks and the Three Bears and Centers-Signs Sharing</p> <p>- Unit 1, Welcome and Read-Aloud, page 122: A Visitor for Bear</p> <p>- Unit 1, Welcome and Read-Aloud, page 169: Abiyoyo</p> <p>- Unit 2, Welcome and Read-Aloud, page 89: Is Your Mama a Llama?</p> <p>- Unit 2, Small Group, page 110: Water</p> <p>- Unit 2, Fast Focus, page 151: Syllable Beats</p> <p>- Unit 3, Welcome and Read-Aloud, page 50: Building a Shape</p> <p>- Unit 3, Welcome and Read-Aloud, page 154: How to Make a Bookmark</p> <p>- Unit 3, Welcome and Read-Aloud, page 232: My Car</p> <p>- Unit 5, Small Group, page 49: How to Make Green-Haired Gus</p> <p>- Unit 5, Fast Focus, page 160: Snail Speak</p> <p>- Unit 5, Fast Focus, page 168: More Snail Speak</p> <p>- Unit 5, Welcome and Read-Aloud, page 207: Our Community Garden</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4b) Math materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p>	Yes	<p>Within the Math domain, curriculum lessons focus on number sense and geometry. Children learn math concepts through different modalities such as counting-based finger plays such as Five Green and Speckled Frogs (Unit 1 Week 6 Day 5), reading counting books, and playing counting games. There is a math component taught on a daily basis in Fast Focus or Small Group rotations. Review and enrichment is provided as needed on Day 5. For example, in Unit 5 Week 1 Day 1, during the Fast Focus activity Alice the Farmer, children count forward and backwards by 1's and connect numerals and number words to the quantities they represent. On Day 2, in the activity Disappearing Numbers during small group, children count forward from a number other than one. On Day 3, during Fast Focus, children use counting and simple addition and subtraction in the Finger Counting activity.</p> <p>Unit 3, Connect lesson on Measuring Length and Distance, the teacher invites children to predict, measure, and compare as they explore length and distance. Children will hear and have the opportunity to use the words roll, length, and distance.</p> <p>In Unit 4 children learn what a pattern unit is and how to extend it. They also identify, and describe shapes in their environment and use attributes of objects and materials to classify, sort, and compare.</p>	
	<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 materials and activities feature vocabulary words to support the children's growing understanding of concepts.</p> <p>For example, in Unit 5, Growing a Garden, math vocabulary (add, subtract, height, length, more than, less than, measure, problem, solution) is embedded across domains and in discovery and experimentation activities.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided.</p>	<p>No</p>	<p>While the details of the activities are given, no specific instructional strategies such as lesson presentation and modeling are provided for the teacher.</p>	<p>The Teacher's Handbook is designed to provide teachers with an overview of C4L and guidance for how to implement the C4L curriculum. The Handbook includes information on learning trajectories and pathways; teaching techniques; suggestions for daily routines and transitions; play experiences; tips for working with families; and more. Within the Teacher's Handbook, each type of C4L lesson is reviewed (pages 26-30) with suggestions for implementing them. The Handbook also includes strategies for teachers to use to maximize children's engagement and learning with the schedule (p. 33), whole-group time (p. 34), small-group time (p. 35), and during transitions (p. 36). Teachers are provided additional guidance and teaching strategies to effectively support dual language learners (p. 45) and children with disabilities (p. 47). Chapter 4 of the Handbook (p. 55) - Learning Concepts: The Four Domains - provides teachers with guidance specific to teaching math, science, literacy, and social-emotional development. For example, page 58 directs what specifically to say and not to say when talking with children about rectangles; page 60 provides teachers with an example of how to use the science journal and support children's scientific recording by scaffolding drawing in particular ways; page 65 encourages teachers to make connections between books and other classroom activities or children's lives; and page 70 walks teachers through using the think, pair, share strategy effectively in their classrooms.</p> <p>The learning centers and lessons are organized into six units and each unit is its own manual, providing teachers with the necessary information to prepare for and facilitate learning centers and the lessons. The lessons are in chronological order to maintain the integrity of the learning trajectories and best practices for introducing letter names and sounds, as well as</p>

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				<p>build on the social-emotional and science concepts.</p> <p>Each week within the unit manuals begins with an overview of the week's activities, the learning objectives for each lesson, and materials teachers will need to have ready for the lessons. Within each lesson, The "At a Glance", "Ahead of Time," and "Notes" sections provide teachers with additional support and guidance for a specific lesson. For example, Unit 5, "Connect", page 28 - Seed Packets, includes all three of these descriptive sections. Teachers quickly see the lesson overview and key-take-aways for the children in the "At a Glance Section" as learning about seeds, understanding how things grows, and reinforcing vocabulary (seed, bean, radish). "Ahead of Time" lets teachers know to have specific materials ready to go - seed-packet cards, radish seed packet, and two plates. Finally, the "Notes" section provides teachers with an alternative option to use lima beans or other seeds as needed if bean and radish seeds are not readily available in their areas.</p> <p>Each lesson includes explanation and specific instructions to teachers, including the language to reinforce, actions to take, and questions to ask. Examples include:</p> <ul style="list-style-type: none"> - Unit 2, Small Group, page 169: Don't Waste That Water!: Teachers are provided with step-by-step instructions for introducing the activity to the students and modeling brushing teeth. Specific questions are provided for the teacher to ask: "Reiterate the main point. Ask, 'What is one very easy way we can protect our water and not waste it?' Finally, point out that you have two bowls of water and you don't want to waste it. Ask, 'What should we do with it?'" - Unit 3, Small Group, page 81: Shape Walk: Teachers are told to gather the children, show them the shapes, and demonstrate the activity.

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				<p>They are also provided with specific language to use: "Start by calling out one shape. For example, say, 'Triangle,' and observe whether the children are only stepping on triangles. As the children step on triangles, ask them how they know they are stepping on the correct shape. 'I called out triangle. How do you know you're stepping on the correct shape? That's right; triangles have three straight sides and three angles.'"</p> <p>- Unit 4, Welcome and Read-Aloud, page 68: Meet the Dinosaurs: Teachers are provided with instructions for introducing the book and questions to ask the children. While reading, specific motions are explained for teachers: "As you read, point to the dinosaur name and slide your finger under the word as you read it. Each page has a label. Point to the label on page 7, and tell the children that it is called a label. A label helps us understand what we are reading. Show them that the line connects the label to the part of the dinosaur. Take time to look at each label before turning the page."</p> <p>More examples of teaching strategies found within C4L lessons that include step-by-step instructions for teachers are:</p> <p>- Unit 1, Welcome and Read-Aloud, page 50: Our Senses - Unit 1, Small Group, page 54: Snack Time: Focus on Observation and Prediction - Unit 1, Welcome and Read-Aloud, page 233: Nature Spy - Unit 1, Fast Focus, page 238: Reading the Alphabet Chart - Unit 2, Fast Focus, page 34: Circles! - Unit 2, Connect, page 38: What's Out There? Now We Know! - Unit 2, Welcome and Read-Aloud, page 42: Goldilocks and the Three Bears: A Problem-Solving Story - Unit 2, Connect, page 153: How Many Did You Hear?</p>

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				<ul style="list-style-type: none"> - Unit 3, Connect, page 30: Name That Shape! - Unit 3, Welcome and Read-Aloud, page 43: The Snowy Day - Unit 3, Welcome and Read-Aloud, page 129: Sometimes I'm Bombaloo - Unit 4, Connect, page 76: Armored and Ready! - Unit 4, Small Group, page 84: Emotions Charades - Unit 4, Welcome and Read-Aloud, page 141: All about Castles - Unit 5, Connect, page 72: Actual-Size Plants - Unit 5, Connect, page 86: Keep Growing! - Unit 5, Small Group, page 191: Making Shapes - Unit 6, Welcome and Read-Aloud, page 56: Children's Science – Book Choice - Unit 6, Connect, page 64: Animal Scientists, Part 2 <p>The C4L curriculum also includes an Online Portal for teachers. The portal is an additional resource for teachers as they plan their lessons and track children's progress.</p>
<p>5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 5a) 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).</p>	<p>Yes</p>	<p>The formative assessment book provides rationale and instructions for ongoing monitoring of children's learning. Assessment is done mainly in small group settings through observational methods. Assessment information is used to help the teacher plan next steps, modify and individualize instruction. Assessment occurs consistently throughout the unit and addresses developmental standards. Checklists are provided for documentation. Math checklists provide trajectory levels to assess. Computer games are used to assess of children's math learning. On Day 5 of each week, Small Group and Fast Focus content are planned based on weekly assessments.</p>	

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	FOR ALL CURRICULUM TYPES: 5b) Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.	Yes	Methods to assess children’s learning are embedded throughout activities on a daily basis. Each small group lesson features science, math, or social-emotional learning objectives, the book is organized in chronological order by unit, week, and day.	
SECTION II: ADDITIONAL INDICATORS OF QUALITY				
6. 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: 6a) 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.	
	FOR ALL CURRICULUM TYPES: 6b) 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.	
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 and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.	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.	

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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	No	A large majority of activities and materials provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Developmental Standards for three and four year olds with the exception of physical and motor development.	
	2. Appropriateness of Curriculum Materials and Activities	No	There was no evidence of materials and activities to support cultural diversity throughout the curriculum found.	
	3. Complexity of Curriculum Materials and Activities	Yes	Math concepts and materials present a logical and coherent progression of complexity through the units over the course of the year.	
	4. Quality of Curriculum Materials and Activities	No	While a vocabulary lists, activities, and curriculum are provided, there are no teaching strategies provided and few or no opportunities to practice or assess children's understanding and use of new words.	
	5. Assessment	Yes	The formative assessment book provides rationale and instructions for ongoing monitoring of children's learning. Methods to assess children's learning are embedded throughout activities.	
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	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.