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

The experiences and skills that children develop during their early years are critically important to their success later in school. What children learn during the first few years of life helps lay the foundation for their future growth and development. It is important that teachers provide an environment and experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for three/four-year-olds.

Title: **Opening the World of Learning (OWL)** Age Levels: **Three and Four**

Publisher: **Pearson Education, Inc.** Copyright: **2014**

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

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
1. Within Parameters of Stnds. (Non-Negotiable)	
2. Appropriateness of Materials (Non-Negotiable)	
3. Complexity of Materials (Non-Negotiable)	
4. Quality of Materials (Non-Negotiable)	
5. Implementation Format of Materials Activities	
6. Assessment	
7. Scaffolding and Support	
8. Supports Parental Participation	

To evaluate each set of submitted materials, begin by reviewing Column 2. If there is a "Yes" for all **"**Non-Negotiable" indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any "Non-Negotiable" indicators in Column 2, then the materials receive a "No" in Column 1. If an indicator has more than one component, a score of "Yes" must be received for every component in order to score an overall "Yes" on that indicator.

Tier 1 ratings receive a "Yes" in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality.

Tier 2 ratings receive a "Yes" in Column 1 for all Non-Negotiable indicators but may receive "No" rating(s) for the Additional Indicators of Quality.

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

[1] **Integrated Curriculum:** Resources designed to help children gain knowledge and skills in a variety of developmental areas and make connections across those areas. For the purpose of this review, to meet the criteria for an "Integrated Curriculum", resource(s) must cover each domain of the *Louisiana Birth to Five Early Learning and Development Standards* (e.g. include Approaches to Learning, Cognitive Development and General Knowledge, Language and Literacy Development, Physical Well-Being and Motor Development and Social-Emotional Development)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
TIER 1 AND 2 NON-NEGOTIABLES			
1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS Materials and activities are consistent with the *Louisiana Birth to Five Early Learning and Development Standards*. ☒ Yes ☐ No	**FOR ALL INTEGRATED CURRICULA:** **1a)** Large majority of materials and activities provide opportunities and experiences for children to meet the *Louisiana Birth to Five Early Learning and Development Standards* (i.e. appropriate for the age level for which they are suggested) across all domains of the standards: o Approaches to Learning, o Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies o Language and Literacy Development o Physical Well-being and Motor Development and o Social-Emotional Development	**Yes**	There is consistent demonstration of alignment to the Louisiana Birth to Five Early Learning and Development Standards (ELDS) throughout the units and across all domains as indicated through: Morning Meeting, Literacy Circle, Center Time, Story Time, Science and Social Studies Circle, Math Circle, Make Every Minute Count, Extend Your Day, Extend Your Week and Theme Wrap-Up. Daily Learning Goals in each component of the curriculum provide an at-a-glance view of skills to be covered. The vendor provides an alignment between the curriculum and the ELDS. Examples include: Language and Literacy: Unit 2, Story Time Card 5 - Children are encouraged to ask and answer questions (LL1 4.1), Unit 2, During the routine, Preview - Children are asked to read the cover of the book and predict (LL 4 4.9), Unit 4, Literacy Circle - Children are asked to produce words that begin with the same sound, identify rhyming words and segment onset and rime (LL6 4.1, 4.3); All units: Make Every Word Count. Math: Unit 3 Math Circle, Children are asked to name common shapes (CM 4 4.1, 4.2, 4.3), Unit 5, Create and Extend - Children are given opportunities to create and extend patterns (CM2 4.2), Unit 8, Math Circle- Teacher provides practice at recognizing and comparing lengths (long and short) (CM 3 4.1, 4.3) Physical Well-Being and Motor Development: Unit 8, Children have opportunities to identify good habits and benefits of exercise; Extend Your Day provides opportunities throughout all units for children to demonstrate coordination and balance and to coordinate movement (PM 1 4.1, 4.2

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Creative Thinking and Expression - Opportunities to listen to and respond to songs, videos, etc. throughout all units Science: Unit 5, Science Circle - Children have time during the activity to compare characteristics of living versus nonliving things (CS3 4.1, 4.4) Make Every Minute Count (all units) includes activities and scripts for transitions, meal times, and outdoor play that are consistent with the state's standards. Center Time includes investigations and manipulation of materials in library, dramatic play, ABC fun, writing, math, science lab, art and construction zone. There are also suggested activities for development of Social-emotional skills in all units.
2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **2a)** Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.	**Yes**	The suggested times for activities reflect both teacher directed and student initiated times evident in the daily schedules found throughout the Teacher's Guide for each unit. Whole group and small group times are primarily teacher-directed, but the daily schedule allows for center time choices and independent explorations in all units. There are times when teachers may pull small groups of children during center time for activities but there is substantial time allotted for child-initiated experiences.
	FOR ALL CURRICULUM TYPES: **2b)** Materials and activities allow substantial opportunities for frequent and systematic practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to games, dramatic play, investigations, etc.	**Yes**	Activities and materials allow for frequent and systematic practice of skills through hands-on interactive approaches evident during whole group time, small group time, transitions, gross motor activities, center time experiences and meal time. There are lists of manipulatives, materials to gather from home and the classroom, word and picture cards, computer learning games, and suggestions of materials to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			incorporate into each center in every unit. Math Circle and Extend Your Day experiences in all units provide practice of skills through games, role playing and investigations. Examples include games such: Unit 4 - "Roll, Push and Count Game" , "Same Sound Bingo", Dramatic Play: On the Farm, Unit 6 - Weighing and comparing vegetables, beans and seeds, Transitions - Unit 2 - "Letters in My Name", Riddles such as "I'm thinking of___ (use a word clue from a book). Math circle: songs such as "Five Little Ducks (counting down).
	FOR ALL CURRICULUM TYPES: **2c)** Materials and activities are culturally sensitive and appropriate.	**Yes**	Diversity, culture and communities are represented in positive and respectful ways. Literature and supporting materials/activities include stories of many cultures and lands including African Americans, Hispanic populations, Native Americans and Asian families. Various cultures are represented in read-alouods and interactive animation. Multiculturalism extends to family engagement activities such as asking families about the language used in the home. Unit 6 addresses how foods that people grow and eat vary from one cultural group and one region of the country to another.
3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **3a)** Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).	**Yes**	Materials and activities increase in complexity as teachers move through the units. Complexity increases following developmental and progressions of learning. In general, literacy activities focus on letter recognition and letter naming and progress throughout the year until children are focusing on the creation of words. Math activities initially focus on counting and progress over time with attention given to word problems. Specific examples include: Unit 1 focuses on having children recognize their names and names of other children in the class and letter recognition and learning initial name letters; by

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the end of the final unit, students are "breaking" and making words and giving letter sounds. Unit 2 begins to clap out and focus on syllables and onset rime. Unit 4 deletes the onset and identifies words that do not begin with the same sound. Math lessons increase in complexity starting with simple counting and sorting activities to making and comparing sets, sorting by multiple attributes and using operations in word problems. There is also a "Review and Check" section in Unit 8 - On Our Way to K providing opportunities for teachers to review all learning from previous units.
4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES ☒ Yes ☐ No	**FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:** **4a) Language development** is emphasized through resources and activities that support the following: • Significant time spent on reading appropriately complex books aloud to children, drawing from a balance of narrative and informational text • Regular read-alouds of informational text related to a theme or topic (i.e., animals, cities, weather) in order to accelerate background knowledge and vocabulary development • Frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions about the text	**Yes**	Language development is central to the curriculum and is supported by read alouds of narrative and informational texts (In the Read More About It anthologies). Materials and activities support the development of oral language and concept development through these read alouds as well as through poetry, songs and games. The Teacher Manual suggests placing both fiction and nonfiction literacy selections in centers to promote independent reading. Digital games to independently practice literacy skills are provided within each unit. Two days out of 3 in each unit are devoted to "Read More About It" which is based primarily on informational text and 3 days are devoted to a mixture of informational and narrative text. There are opportunities for texts to be read two to three times supporting increasing depth of understanding through discussions and a different focus for each read. Day 1 reading promotes engagement and enjoyment of a story, and days 2 and 3 are more focused on specific questions and concepts from the story. Daily Literacy Circle lessons and Story Time

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			include multiple lessons on print concepts, vocabulary, comprehension and opportunities to respond to discussion questions such as those related to story characteristics as well as those generated to confirm understanding of content knowledge. Daily story time is approximately 15-20 minutes per day. Students are provided with opportunities to retell the stories they have listened to. Daily Literacy Circle activities promote phonemic awareness, letter recognition and sound practice. Weekly concept word lists and Amazing Words lists (drawn from book of the week) create ample opportunities for expanding vocabulary and connecting concepts to the real world.
	FOR INTEGRATED CURRICULA AND MATH CURRICULA: **4b) Math** materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the *Louisiana Birth to Five Early Learning and Development Standards*.	**Yes**	Math lessons devote a high percentage of time to number sense, number representation and relationships between number and quantities. Daily Match Circle lessons for all units, center activities and small group activities provide opportunities daily to reinforce children's understanding of math. Skills are then practiced and incorporated throughout the daily schedule during Morning Meeting, Music and Movement, Centers and transition activities. Math skills include counting, identifying sets without counting, numeral recognition, operations (adding and taking away), one-to-one correspondence, recognition and understanding of shapes and patterns, story problems, and measurement. Skills are taught throughout the daily schedule and across content domains. Such examples include, songs such as "Five Little Ducks" and lessons on "Weighing Vegetables, Beans and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Seeds"
	FOR INTEGRATED CURRICULA AND MATH CURRICULA: **4c) Math** materials and activities adhere to the following indicators of quality: • Promote children's acquisition and use of the language and vocabulary of math • Promote conceptual understanding of math content • Promote children's development of perseverance and persistence in solving problems	**Yes**	Math vocabulary is introduced throughout all units via the Math Circle activities and reinforced during Small Group activities. Conceptual understanding is developed and expressed during Math Circle, Small Group and Centers as students use manipulatives during hands-on activities. Correlating center-based activities and suggested materials allow children to practice math skills learned in group settings. Problem-solving lessons occur regularly promoting persistence. Specific math vocabulary lists are incorporated weekly throughout every unit in the "Make Every Word Count" section. Materials and activities include number sense and counting, making and comparing sets, copying and extending patterns, sorting and classifying and basic shapes. Weekly lessons also focus on addressing basic skills such as comparisons, seriating, sorting by characteristics, weighing, measuring, etc. Unit skills are highlighted in each unit's overview. Math activities are hands-on using varied manipulatives and are incorporated into whole group, small group and center-based activities; correlating center-based activities and suggested materials allow children to practice math skills learned in group setting Examples include: Unit 2 - Identifying 0-5, comparing sets to 4, comparing using 1 attribute and naming groups; adding story problems, taking away to 4, taking away story problems, Let's Make 4; Unit 4 - Comparing groups of farm animals, comparing more or fewer, comparing objects, "Nod to the Shape","Find and Name Shapes" using geometric shapes

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
	FOR ALL CURRICULUM TYPES: **4d)** Adequate, explanatory materials for teachers are provided.	**Yes**	Adequate materials are provided and include the Practical Guide for Teachers, Adaptations Manuals, Assessment Guides and Teacher Guides. The extensive Teacher Guides are available for each unit and contain explicit instructions for carrying out activities and lessons, specific materials lists and scripted instructions for teachers to use during whole and small group activities. There are also prompts for open-ended questions. The weekly organization structure begins with an overview of the whole week along with a suggested schedule. There are also directions for extension of activities into other parts of the day such as transitions, meal time and outdoor play. Scripted resource cards are available and present questions and routines to follow such as those for the Story Time cards. In addition, a rich array of supporting materials are available online to guide teachers in implementing the program.
ADDITIONAL INDICATORS OF QUALITY			
5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **5a)** Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.	**Yes**	Small group, whole group and interest areas are scheduled in each week of every unit. Varied and numerous settings are suggested in which to complete activities and support instruction as well as engage in independent learning. There is no specific mention or section of the day designated for individualized attention although there are notations for teachers that provide opportunities to facilitate individualization.
	FOR ALL CURRICULUM TYPES: **5b)** Additional/supplemental materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment and learning.	**Yes**	Additional/supplemental materials and activities are present and include: songs and poems on CDs, audio- text CDs, posters, story sort visuals, graphic organizers, family connections, picture cards, Interactive Digital path and books. Hands-on manipulatives are also included such as connecting blocks, colored cubes, Geometric Solids, two-colored counters, farm animal counters, etc. The variety of resources appeal to a wide spectrum of learning styles and give

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			children multiple means and opportunities to engage with materials to support their learning.
	FOR ALL CURRICULUM TYPES: **5c)** Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).	**Yes**	Curriculum includes posters, DVDs, multiple small copies of Big Books, interactive games, story sorts, graphic organizers, Retelling Storyboards, picture cards, Envision It!, routine strips, and videos for use with a Smart Board or other technology; materials are available in e-texts, interactive Big Books and interactive videos as well as art materials, music CDs, posters and Center materials. There is also an interactive digital path.
6. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress. ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **6a)** Assessments consistent with the *Louisiana Birth to Five Early Learning and Development Standards* are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).	**Yes**	The curriculum offers regular review and progress monitoring opportunities to record children's progress against the ELDS. Suggestions for assessments also include anecdotal observations/notes and work samples. Most of the activities include a "your turn" opportunity to help teacher see if a student is able to complete a task after guided practice. There is a literacy and language rubric which can be used to track each child's progress as well as an Observation Checklist from the Planning and Assessment Teacher's Guide for Social and Emotional Development, Language Development, Fine and Gross Motor Development and Creative Expression. The tools can be used by teachers in discussions with families. The system includes Screening options, a Test Builder and capacity for teachers to run reports on children's progress. There is an assessment data system called Success Tracker (a checklist) that may or may not be appropriate for all four-year-old programs.
	FOR ALL CURRICULUM TYPES: **6b)** Methods to assess children's learning are embedded	**Yes**	There are times in the Teacher Guides that it is suggested that teachers make an observation to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
	throughout activities (e.g. whole group, small group, center/activity times, transitions, etc.) within the daily schedule.		assess a student's learning during different activities such as Small Group, Whole Group and activity times (centers). Suggestions for struggling learners and for more advanced learners are included with Small Group lessons.
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **7a)** Appropriate suggestions are outlined for supporting varying needs of children (e.g. for English language learners, children with special needs, etc.) and are integrated throughout all materials and activities. Examples may include additional, alternate or modified activities or materials.	**Yes**	Each section of the day contains tiered suggestions for supporting varying needs of children: "Make It Easier", "Make It Harder" and "English Language Learners". There are separate suggestions for language development for English Language Learners as well as alternative forms of communication. For example: extended time for reading, repetition of a story, reading the book the next day rather than later in the day, simplifying text, support words introduced with real objects and pictures from books. For songs, recommendations are given such as singing songs at a slower pace, giving varying clues and learning gestures to go along with the music. All materials are presented in English and Spanish. Suggestions are given to modify and extend activities as needed. The curriculum includes supportive materials including books such as: Adaptations for Children with Special Needs, Adaptations for English Language Learners and Adaptations for Mixed-Age Groups. Teacher Guides also include suggestions
	FOR ALL CURRICULUM TYPES: **7b)** Schedule or time for activities appears to be flexible and would allow for adjustments according to children's needs/interests.	**Yes**	The Teacher Guides suggest the amount of minutes for each part of the day, but allow the teacher to adjust the schedule according to the needs of the children and the length/duration of their classroom day. The daily schedule is divided into sections that can be adjusted to different types of days and lengths.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **8a)** Provides a variety of activities to extend learning from the classroom into the home.	**Yes**	The curriculum provides home/school connections and numerous opportunities to extend the learning into the home. There is a Family Time Newsletter and a Family Times Take-Home book as well as thematic take-home readers. Every week's outline includes "Connect with Families" which suggests a variety of activities to extend learning from the classroom into the home.
FINAL EVALUATION: ***Tier 1 ratings*** receive a "Yes" in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all Non-Negotiable indicators but may receive "No" rating(s) for the Additional Indicators of Quality. ***Tier 3 ratings*** receive a "No" in Column 1 for one or more of the Non-Negotiable indicators.			
Compile the results of Sections I and II to make a final decision for the material under review			
I: Non-Negotiables	1. Content Within the Parameters of the Standards	**Yes**	Content of curriculum is well within the parameters of the Louisiana Birth to Five Standards; publisher provides correlation
	2. Appropriateness of Curriculum Materials and Activities	**Yes**	Materials are culturally sensitive and provide a balance of teacher-directed and child-initiated activities through hands-on practice
	3. Complexity of Curriculum Materials and Activities	**Yes**	Both math and literacy skills increase in complexity throughout the curriculum
	4. Quality of Curriculum Materials and Activities	**Yes**	Curriculum materials are of high-quality and provide a well-rounded, hands-on progression for learning in literacy, math, science, social studies and motor skills. Teacher Guides are thorough and easy to understand and follow.
II: Additional Indicators of Quality	5. Implementation Format of Materials and Activities	**Yes**	Lessons take place in a variety of settings from whole group to individualized attention; materials are available in a variety of formats and many supplemental materials are included.
	6. Assessment	**Yes**	Assessment is on-going and occurs within the structure of daily activities.
	7. Scaffolding and Support	**Yes**	Varying needs of children are supported through a leveled approach. Teacher materials also include information about English Language Learners and developmentally delayed students. All curriculum materials are available in Spanish

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			as well as English.
	8. Activities/Materials Supporting Parental Participation	**Yes**	Home/school connections, a weekly newsletter and other ideas for family involvement are included.
FINAL DECISION FOR THIS MATERIAL: **Tier I Exemplifies quality**			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.