

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: **Curiosity Corner 2nd Edition**

Age Levels: **Three and Four**

Publisher: **Success for All Foundation**

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Curriculum Type (Language/Literacy, Math, Integrated<sup>1</sup>): **Integrated**

Overall Rating: **Tier II, Approaching quality**

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

STRONG	WEAK
1. Within Parameters of Stnds. (Non-Negotiable)	7. Scaffolding and Support
2. Appropriateness of Materials (Non-Negotiable)	
3. Complexity of Materials (Non-Negotiable)	
4. Quality of Materials (Non-Negotiable)	
5. Assessment (Non-Negotiable)	
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.

<sup>1</sup> **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
<b>SECTION I: TIER 1 AND 2 NON-NEGOTIABLES</b>			
<p><b>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</b></p> <p>Materials and activities are consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>FOR ALL INTEGRATED CURRICULA:</b></p> <p><b>1a)</b> A large majority of materials and activities provide opportunities and experiences for children to meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> (i.e., appropriate for the children’s developmental level and address each of the domains listed below):</p> <ul style="list-style-type: none"> <li>○ Approaches to Learning,</li> <li>○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies,</li> <li>○ Language and Literacy Development,</li> <li>○ Physical Well-being and Motor Development, and</li> <li>○ Social-Emotional Development.</li> </ul>	<p><b>Yes</b></p>	<p>Review of the Success for All Foundation: Curiosity Corner 2<sup>nd</sup> Edition Curriculum reveals that the majority of the contents are within the parameters of the Louisiana Birth to Five Early Learning and Development Standards. The activities, materials and objectives outlined in the Thematic Units and Teacher’s Manual provides evidence of the validity and quality of those indicators. However, criteria 3 and 7a does not provide sufficient evidence to conclude that the contents are within the parameters of the standards.</p> <p>Approaches to Learning AL1, Unit 12, Day 1, page 10. This domain meets the metrics for the Louisiana Early Childhood standards. In Unit 12, during Plan &amp; Play, the children plan and build a barn large enough for tractors and animals to go inside. The children can also pretend to build a Pet house. The child pretends to have a pet and has to decide how big his house is going to be for the pet to sleep and play.</p> <p>AL 2 is demonstrated in Unit 15, Day 2, pg. 25 during small group instruction. The teacher pulls five or six students aside to place the Life Cycle of a Plant cards in sequential order. The students in small group are supposed to remain focused while their classmates are in the Labs.</p> <p>Cognitive Development/General Knowledge: Creative Thinking and Expression Here, the Louisiana standards are met. CC 1 is extended into the Math Moments Lesson from Unit 8 Day 6 pg. 84 where children are introduced to the tambourine and maracas. Children use instruments to create a musical pattern. During partner practice the children make patterns to share. The lesson is extended using a video titled,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>"Western Patterns."</p> <p>CC2, Unit 5, Day 1. In the Art Lab, the children make scarecrows with crumpled newspaper and old clothing. Also seen in Unit 12, when the children create animals using various types of materials for skin covering.</p> <p>Mathematics The Louisiana standards are met for Mathematics. CM1, Unit 8, Day 1, Page 14. During Math Moments, the children count with Curiosity. The teacher introduces the number that the children will count to, which is 20. The teacher plays the "Count with Curiosity: 1–20" video and invite children to count to 20 with Curiosity.</p> <p>Mathematics CM2 is addressed in Unit 15, Day 8, pgs. 105-106 when students watch a video about AABB patterns: Heart and Diamonds Video. Students use ABC pattern pieces to work with their patterns to create and copy patterns.</p> <p>CM4, Unit 8, Day 2, Page 29. Curiosity shows the children that she used shapes to make a picture of a house with a big tree in the yard. Curiosity used 1 rectangle, 1 circle, 1 triangle, and 3 squares to make her picture. The children form a partnership and each partnership makes a picture with their 6 shapes. The children share with the class what they have made, and the concept is reinforced by having the children watch the "Pinball" video.</p> <p>Science Content is within the parameters of the Louisiana standards for Science. CS3, Unit 15, Day 5, Page 64. For the Theme Learning Extension, the teacher rereads the book, "It Started As a Seed" by Dr. Alden Kelley. The teacher leads a discussion about what happens to each of the</p>

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			<p>seeds in the book. The teacher encourages the children to compare and contrast the different plants the seeds become and what the plants are used for.</p> <p>CS 4 is evident throughout the curriculum on a daily basis when the "Weather Watcher" indicates the current weather conditions on the weather chart in the classroom. For example, in Unit 9, Day 1, pg. 6, The "Weather Watcher" looks out the window to determine the current weather conditions and mark the weather chart accordingly. If the weather changes during the day the Weather Watcher has to change the chart.</p> <p>Social Studies Content is within the parameters of the Louisiana standards for Social Studies. CSS2 Unit 3, Day 7, Page 92. In Learning with Curiosity, the children learn there are other people who take care of them that are not members of their household. The children play a game called "That's Me!" The teacher tells the children about someone who is like family that takes care of them, such as a babysitter. The child says That's me! And stand up and say, "I have a babysitter that takes care of me."</p> <p>CSS3, Unit 3, Day 7, Page 95. After Plan &amp; Play, the teacher sing a clean-up song to prompt the children to put away any props. This is done daily. The children also have daily jobs that they perform.</p> <p>Language and Literacy Development The Louisiana standards for Early Childhood Development are met. LL1, Unit 16, Day 1. Pages 9-10. To help build phonological awareness, on page 9 of Unit 16, Day 1, during Rhyme Time, the children learn a new rhyme about people around the world. The children recall words from the</p>

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			<p>rhyme that begin with a certain sound such as /w/. They play the picture match game for beginning sounds. The children choose a picture that begins with the same sound as the word in the rhyme. The children choose the word "What" in the rhyme and select the card that has a picture of a whale on it as the picture that begins with the same sound as "What."</p> <p>LL 2 is addressed throughout each unit and daily lesson during Wonderful Word. For example, Unit 1, Day 8, pg. 105, students are introduced to the word "together", which is the word of the day. When students use the word throughout the day they receive a Paw Point.</p> <p>LL 6 is addressed through multiple learning opportunities such as in Unit 12 Day 1 pg. 9. While singing along to B-I-N-G-O, children substitute segments of sounds using body movements. Children are then awarded paw points if successful in segmenting the letters in the word "Bingo."</p> <p>Physical Well-being and Motor Development Content is within the parameters of the Louisiana standards. PM2, Unit 6, Day 9, Page 117. In the Move It! component of the Lesson Plan, the children sit in a circle to play Bean Bag Pass: General Merchandise. The teacher begins by naming a non-food item that you buy in a grocery store and passes the beanbag to the next person. The next person holding the beanbag names a non-food item and passes the beanbag to the next person.</p> <p>PM 4 is addressed in Unit 10 Healthy Me on Day 2 pg. 22 during the Clues and Questions daily discussion. Children develop appropriate health and hygiene skills with a discussion of what is used when taking a bath and why those items are used to stop the spread of germs.</p>

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			<p>PM5, Unit 10, Day 8, page 98. In this unit, the children learn with Curiosity about things that are safe to touch and things that are not safe to touch. Partnerships are formed and the partners are provided with a safe and unsafe picture card. The partners have to decide whether the object is safe or unsafe and why?</p> <p>Social-Emotional Development SE4, Unit 2, Day 2, page 26. In the Unit component Getting Along Together, the topic of feelings is introduced to the children by having the children watch a video titled "Emotions Faces with Kids." Next the children are introduced to the Feeling Faces cards and are asked to identify those feelings and what their faces might look like when they have those feelings. The children continue with the other feelings cards through partner practice by having the children name each feeling, talk about how they know when someone is feeling that way, and make their faces show the feeling that is pictured.</p> <p>SE5, Unit 2, Day 1, Page 9. The strategy used to help the children use self-control is the "My Turn, Your Turn" strategy. An example of this being used in this unit is during Rhyme Time. The children learn a new rhyme titled "Me." The teacher uses My Turn, Your Turn to teach the words and motions to children, one line at a time.</p>
<p><b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b> 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><b>Yes</b></p>	<p>This indicator adheres to the metrics of the Louisiana standards. Materials and activities are provided through both teacher-directed and child-initiated experiences. For example, to help develop cognitive and self-regulation skills while engaging in imaginative play, children choose their own interest areas during Plan &amp; Play. Teacher provided materials are Wonder Box for prop creation, CC Activity Cards: Scenario cards for Fall Detectives, At Home in the Fall, Fall Festival, and Story Workshop; Colored</p>

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			<p>clothespins, and paper and crayons or pencils for writing play plans. Also in Unit 5, Math Moments the teacher provides Large Leaf Shapes sheet which are found in the appendix of the Lesson Plan and baggies containing small leaf shapes, one baggie per partnership; a large paper bag containing leaves of different sizes, shapes, &amp; colors. The teacher plays the "Count with Curiosity" 1-15 video. The teacher invites the children to count to 15 with Curiosity. The teacher brings out the paper bag containing the leaves. She takes the items out of the bag and show it to the children. The teacher explains sorting as she models grouping leaves that are alike in some way. They discuss the different types of leaves before baggies containing small leaves are distributed to partners. The partners sort the items in their baggies. Using the sharing sticks, the teacher calls on partners to share how they sorted the leaves and what groups they made with the leaves. The concept of classifying is reinforced by showing the "Cookie Monster Sorting" video.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2b)</b> 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><b>Yes</b></p>	<p>Indicator meets the metrics for the Louisiana Early Childhood standards. Review of Unit 5 Lesson Plan's Plan and Play component, the scenario card for At Home in the Fall, allow the children to play in the housekeeping area pretending to cook a special dinner for family and friends or work on a special project around the house. Fall Detectives is another child-initiated experience in the classroom library where the children pretend to be detectives collecting and gathering information about Fall.</p> <p>Teacher-initiated activities during the planning stage of Plan &amp; Play consist of but not limited to inviting the children to write about what they will do in the pretend scenario. Teacher accepts all form of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Teacher encourages the children to tell what they</p>

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			<p>have written. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario. The teacher provides the materials and the props, and encourages the children to think about what roles they would like to play in their chosen scenarios.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2c)</b> Materials and activities are included that are culturally sensitive.</p>	<p><b>Yes</b></p>	<p>Student Materials such the Concepts-of-Print book "We are Artist" children are depicted from various ethnicities participating in various artistic domains. Curiosity Corner requires teachers to become informed about the home cultures of children in their groups. Resources are available via the Internet. In Unit 9, the STaR Interactive Story Reading, the class reads The Snowy Day, by Ezra Jacks Keats. The Snowy Day is a picture book for young children that portrays a realistic, multicultural, urban setting. The main character in The Snowy Day is Peter, who is an African-American boy that lives in the city. Peter awakes one morning to find that snow had fallen during the night.</p> <p>Some of the units touch on various cultures. For example, Unit 16 is titled Around the World. In the unit children learn about people from different places. The students explore languages, homes, jobs, games, music, clothing, food, and celebrations from all over the world. In Unit 16, Day 8, pg. 101 under Clues and Questions the students learn with Curiosity. The students learn about different jobs that people do around the world when the watch two videos "Canadian Cowgirl" and "Mexican Pottery".</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2d)</b> 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><b>Yes</b></p>	<p>Active instruction during Math Moments is done during whole group time, which is then followed by Partner Practice as in the sorting of the leaves activity in Unit 5. STaR Interactive Story Reading is also a whole group or small group activity. For example, the teacher reads "The Busy Little</p>

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			<p>Squirrel," to the class. The teacher combines partnerships and forms six groups. The children pretend to be animals in the story. Rhyme Time is a whole group and Partner Practice activity where the children partner to play "Make a Rhyme" game. The teacher tells the children a word from the poem that was read, and they have to think of a word that rhymes with it and tell it to their partner.</p> <p>There are eight labs. Each lab is equipped with a variety of materials to encourage children to explore. See pages. 266-267 in the Teacher Manual. Learning Labs create a moment of free exploration of manipulatives and concrete learning materials presented in areas such as Dramatic Play Scenarios. Writing exploration is encouraged frequently in both a Writing Lab and the Plan and Play activity where children write their plans for the day to carve their individual learning experiences. Small group experiences are provided in the curriculum with one activity per week. The teacher will take a small set of 4-5 children on days 1-4 of the lesson, allowing for the 5th day to be used for individual instruction.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2e)</b> Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	<p><b>Yes</b></p>	<p>Materials and activities are appropriate for the domains and skills they are intended to address. At the start of each unit there is a materials list under the subtitle "You Will Need." The theme guide contains a list of theme related snack ideas. For example, Unit 10, pg. 135 there is a list of General nutritious snack ideas and theme related snack ideas. The puppets always give a clue as to what the students will be learning for the day and enhance students' social and emotional development. Each moment of the day is deliberately planned to meet a domain objectives. This is executed in daily routines that incorporate oral language skills and mathematical problem solving skills. The activities are supported in play, mealtime and STaR moments.</p>

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			<p>Materials such as selected books, puppets, and Card Sets enhance lessons where children utilize manipulatives.</p> <p>For example, Math Moments activities help children develop beginning math concepts through interactive activities that provide preparation for mastering Common Core objectives in kindergarten. Activities include sorting leaves. Rhyme Time activities develop phonological awareness to prepare students for reading success. Storytelling and Retelling fosters the growth of literacy skills and allows students to develop a lifelong love of reading. Oral language development is a key outcome of preschool. Each unit addresses rich vocabulary thematically and allows many opportunities to reinforce essential background concepts. Some theme-related words for Unit 5 are acorns, apple, autumn, bear, orchard, pumpkin, gourd, sweater. Unit 5 Wonderful words are season, fall, prepare, harvest, football, fruit, etc.</p>
<p><b>3. COMPLEXITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>3a)</b> 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><b>Yes</b></p>	<p>Upon review of Units 1,3, and 11 it does show that there exist a progression of complexity over time in Mathematics/Math Moments in Unit 1, the concepts to be learned are rote counting to 10, classifying objects by attributes, and developing number sense for 0 and 1. Math Moments in Unit 3, the children rote count to 12 and identify 2-dimensional shapes. Unit 11, Math Moments focus is on rote counting to 20, matching written numbers to quantities, and measuring and comparing the weight of objects. In each unit, the children are introduced to a mathematical vocabulary word relative to the concept being taught. Additionally, math concepts and vocabulary build upon each other in a meaningful way in that the use of mathematical vocabulary by the students provides evidence that the student possess understanding of the</p>

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			<p>concept or skill they've learned. During read alouds children are given opportunities for exposure to a variety of high-level questions and to participate in activities connected to the selected texts. There are lists of Basic Words, Math Words, STaR Words and Getting Along Together Words with opportunities to hear child friendly definitions of words and for repeated exposure to unique words. Children have opportunities to use unique words to win Paw points by using the word during daily routines and also through Think Pair Share activities. However, most of this occurs only one or two days of weekly activities, and there does not appear to be intentional opportunities for prolonged reinforcement or application of the use of words past that time.</p>
<p><b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</b></p> <p><b>4a) Language and literacy development</b> is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p><b>Examples:</b> 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</p>	<p><b>Yes</b></p>	<p>Regular and repeated read-alouds happen in the following cycle for each thematic unit. Day 1 and day 2, the text is repeated. Day 3 and 4 repeat a separate text, and then day 5 is the teacher's free choice with a suggested text provided to support the theme. The process is repeated in the same manner for week two. Day 6 and 7 are repeated texts and day 8 and 9 are repeated.</p> <p>This indicator meets the Louisiana standards for Early Childhood in that various types of literature are read during read alouds that supports emphasizing children's background knowledge and vocabulary development. An example can be found in Unit 10, Day 1, pg. 12. The title of the unit is "Healthy Me!" with the focus being on things that make us healthy. The STaR story is "Chicken Soup with Rice" which is a compilation of rhymes about the joys of eating chicken soup with rice each month of the year. Children are familiar with and enjoy chicken noodle soup, which accelerates and builds upon their background knowledge. The teacher introduce the title, author, and illustrator. Before reading the book, the children make predictions about</p>

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	<p>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>the story based on the cover illustration. During the reading the teacher reads the rhymes without stopping. The book is reread and the children are partnered to engage in discussion about the illustrations. After the reading, summative questions are asked to review the text and reinforce vocabulary.</p> <p>In Unit 5 on Day 1, the class reads The Busy Little Squirrel. The connection is to the seasons: Fall and Winter. The same format is used for Interactive Story Reading throughout the units. In the Plan &amp; Play component of the Lesson Plan in Unit 5, the Learning Centers are theme related and allows the children to participate in various scenarios such as a Story Workshop where children can write and illustrate books, or they can have a Fall Festival in the block center.</p> <p>Student readers called Concepts of Print Books are used throughout the unit. A daily message is written and used as a read-aloud. For example, Unit 4, Day 1, pg. 8, the teacher writes and reads out loud "A community can be big or small". The teacher reads the message again touching each word as she reads it. Students say the Rhyme or poem during Rhyme Time. Students also sing during Rhyme Time. Students listen for words that rhyme and perform the motions while reciting the "When I Was Young" poem highlighted in Unit 4, Day 1, pg.9. The Classroom Library and Lab allows students to pick a book related to the theme and read it on a daily basis. On a day-to-day basis the students write out their plan for what they want to do during Plan &amp; Play. For example, In Unit 6, Day 3, pg. 39, under the subtitle Plan &amp; Play students write about what they will do in the pretend scenario that day. Students can also write while in the writing lab.</p>

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	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b>  <b>4b) Math</b> 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 <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p>	<p><b>Yes</b></p>	<p>This indicator is consistent with the Louisiana Birth to Five Early Learning and Development Standards. Math materials and activities devote a large majority of time to the development of understanding numbers, ways to represent numbers, and relationships between number and quantities. This is evident in daily Math Moments lessons and activities where children have opportunities to discuss mathematical concepts with adult-driven instruction and partner practice. Math opportunities are also present in daily Math Labs during the Plan and Play portion of the day. The mathematics concepts deepen as the year progresses with rote counting beginning from 1-10 and then increasing at the end of the year with rote counting to 20. Measurement activities are embedded along with 1-to-1 correspondence activities and problem solving applications for each unit.</p> <p>In Unit 5, Day 1, the children are sorting and grouping leaves. The children partner practice and are called on to share what they have learned. The teacher reinforces the concept of classifying by showing the Cookie Monster sorting game video. Moreover, Curiosity Corner's Math Moments Objectives by Lessons for Unit 5 focus is on rote counting to 16 and use of ordinal numbers to describe positions. The focus for Unit 10 is counting by 5's and three-dimensional shapes.</p> <p>In Unit 10, Day 1 the children are introduced to a new way of counting. They learn how to count by 5's to 25. Their math word for the week is eight. The children develop a number sense for eight by counting 8 of their classmates who are standing in a line. The children also watch the "Bellhop: 8 Trunks" video. The children partner practice by counting the bandages in their bags.</p>

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	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b>  <b>4c) Math</b> materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> <li>• Promote children’s acquisition and use of the language and vocabulary of math</li> <li>• Promote conceptual understanding of math content</li> <li>• Promote children’s development of perseverance and persistence in solving problems</li> </ul>	<b>Yes</b>	<p>Math materials and activities adhere to the following indicators of quality: promoting children’s acquisition of math language and vocabulary, promoting conceptual understanding, and development of perseverance in solving problems. Children explore mathematical language and concepts through a variety of resources including daily Math Labs and Math Moments including Counting with Curiosity, Active Instruction, and Partner Practice. The outline of objectives in Mathematics can be found in the Teacher’s Manual Ch. 5 Developing Mathematical Skills pg. 141-146. It outlines how children progressively count by rote beginning with 1-10 and then move into counting by rote to 20. Children also acquire skills in counting by 5s, 10s, and then 2s. There is a progression in shape vocabulary beginning with the basics and then working into 2- and 3-D shapes. Math persistence is evident in Unit 5 Day 1 pg. 3 where children are encouraged to sort objects in multiple ways including found objects such as fall foliage. Mathematical Problem Solving is also built into every Unit in this curriculum.</p> <p>Children’s development of perseverance and persistence in solving problems is addressed in Unit 2, Day 10, pg. 140, students watch Count with Curiosity 1-10 video. The students will solve problems with patterns. Students will watch "Something is Missing" video and see if they can determine what was missing in the pattern. Students then pair with someone to close their eyes and create ABAB patterns. The students take one of the bears away and have their partner guess which bear is missing.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>4d) Adequate</b> explanatory materials for teachers are provided.</p>	<b>Yes</b>	<p>This indicator also meets the requirements for the Louisiana standards. Review of the Curiosity Corner Teacher’s Manuals reveal that adequate</p>

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			<p>explanatory information is provided to teachers. Information about Instructional Materials, Managing Assessments, Scheduling, Building a classroom environment that is conducive to learning, Instructional Components, Curriculum Thematic Units, and much more are explained in depth. For example, information explaining how and when to use the strategy "Think, Pair, Share" is given in the section titled Curriculum Structures that Support Oral Language Development in the Teacher's Manual.</p> <p>The manual also gave very clear instructions on how to access the software for the interactive board. There are explicit instructions and information on what teachers need to do prior to presenting the lesson. Each theme guide details at the beginning of the unit the instructional components, instructional strategies, and lesson features. The theme guides details what words to use. Each theme guide contains a subtitle You Will Need that addresses what the teacher will need. There is a subtitle Suggested Materials for Setting Up Learning Labs and Plan and Play Scenarios, which details the specific materials, needed in the labs. The guide details exactly what teachers need to do in order to be prepared. For example, Unit 10, Day 10, pg. 127 under the subtitle Paw Points is says, " Remind children about why they have earned a paw point." Unit 3, pg. xx, for Setting the Scene it specifies what the teacher needs in order to be prepared during Day 1-10. Day 2 states that glue and or cut out "f" from sandpaper on heavy paper and duplicate the bus sheet, one per partnership. The theme guides detail specifically what the teacher should do and say and what the students should do and sometimes say.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>5. ASSESSMENT</b> Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b> <b>5a)</b> Assessments consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).</p>	<p><b>Yes</b></p>	<p>Curiosity Corner's assessments are consistent with the LA Birth to 5 Standards. Assessments are on going and a Unit Record form is provided online for each unit. The Unit Record form provides insight on specific things to assess such as oral-language development and social/emotional skill development. Teacher document observations directly in the Unit Record Form. Refer to Unit 18, Day 1, Page 3 Item 5 under Teacher Routines. Item #5 states that teachers are to observe for children's developing oral-language and social skills as guided by the unit record form for the current unit. Teachers also ask open-ended questions to engage students and to assess what they've learned during reading as shown in Unit 18, Day 1, page 12 during Interactive Story Reading component of the Lesson Plan. A list of questions for certain pages in the story is provided for the teacher to ask the students.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b> <b>5b)</b> 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>	<p><b>Yes</b></p>	<p>Again, the criteria is met for the Louisiana standards as seen in the same unit mentioned above...Unit 18. During the reading the teacher uses Think-Pair-Share (partners) strategies and Whole group responses to assess children. After reading, the teacher uses summative questions to review the text and reinforce STaR vocabulary. We also see on page 15 of Unit 18, Day 1- a Learning Focus Review under the Question/Reflection component of the Lesson is used to assess what the children have learned during the course of the day.</p> <p>Ch. 7 "Managing Assessment" pg. 168 outlines how assessment is recorded through the use of Children's Portfolios within the Unit Record Form. The teacher records anecdotal notes through the Child Assessment Tool (CAT) closely monitoring language during Learning Labs, Plan and Play, lunch, snack, etc. quickly jotted down on the record form. The form includes Expressive Vocabulary with spaces for tallying of expressive</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>words and receptive words (optional), the sharing of classroom materials, and the child's ability to use active listening skills.</p> <p>Moreover, the Teacher's Manual pg. 168 tells teachers to listen carefully as children interact with the teacher, peers, and family. Pay attention to their language while having casual conversations during play, at lunch, snack, etc. Teachers are to jot down a rating next to the child's name. Teachers are to track students using the record form throughout the day to track student's demonstration of expressive vocabulary, oral expression, and Getting Along Together behaviors. The Materials list details the need for the Unit record form as evidenced in Unit 3, pg.1.</p> <p>The curriculum specifically states as seen in Unit 3, Day 1, pg. 11 during Play to observe children as they participate in each play scenario.</p>

**SECTION II: ADDITIONAL INDICATORS OF QUALITY**

<p><b>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b></p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>6a)</b> Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<p><b>Yes</b></p>	<p>This indicator is in alignment with the state requirements. The Curiosity Corner Program materials are grouped into kits, with each kit associated with a group of units. Printed materials can include trade books and SFAF books, which are used for STaR lessons and occasionally for other components. For example, the lesson plan for STaR Interactive Story Reading uses the trade book "Cars and Truck and Things that Go" in Unit 11, Day 3, pg. 40.</p> <p>The Curiosity Corner Curriculum also utilizes non-print formats to teach lessons. The Interactive White Board features Interactive White Board lessons. It is a powerful instructional tool that enhances lessons and simplifies materials management. It is consistently used to teach the Music and Movement component "Move It!" of the daily lesson plan. The Move It page on the</p>
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Interactive Board contains either a video link or a slide with a game title for non-video supported activities, such as Follow the Leader. An example can be found in Unit 11, Day 1, pg. 6 where the Interactive Whiteboard is used to play the "Elmo's Got the Moves" video.</p> <p>Materials are available in a variety of formats. The Teacher Manual pg.299- The are the Home Link DVDs to allow students to share with their family what was taught into the classroom. There are commercial CDs that contain songs and stories that are used in the lessons. Curiosity Corner Activity Cards are colorful picture cards that support students learning throughout the day. Curiosity Corner Rhyme Time Cards can be used during transitions or outdoor play. The Ear and Mouth cards, Letter blending cards, and STaR story retell cards are all cards to help support students learning. Posters are included to help guide student choice throughout the day. Posters are used to help support the Getting Along Together concepts. Poster visuals used for specific lessons will be provided on paper as well as displayed on the interactive whiteboard.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>6b)</b> Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.</p>	<p><b>Yes</b></p>	<p>Materials are listed on the Ready, Set Chart for each day's lessons. They are categorized for each day's component. For example in Unit 5, there is a list of "Suggested Materials for Setting Up Learning Labs and Play &amp; Plan Scenarios. There is also a category for Items to be Used in All Units, such a Calendar, Weather Chart, and Sharing Sticks. In Unit 5, Day 6, pg. 67 there is an "Additional Materials Needed for Today" list, which lists additional materials for each component.</p> <p>The puppets such as Curiosity (a cat), the program mascot, and her friends Chilly the penguin and Squeaky the squirrel are used to motivate students about the lesson for the day.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>For example, in Unit 8, Day 1, pg.6 Curiosity comes out of her house with a music CD and a paintbrush. Curiosity offers clues to the students that the unit they will be learning about is Art and music. In Unit 1, Day 8, pg. 103 the Cool Kid Certificates, Cool Kid Recognition, and Cool Kid Stamp motivates students to want to do great things in the classroom. Students are recognized for being active listeners, sharing, and taking turns. The Plastic Count Chips (Paws) are used as an incentive to motivate students. Classroom Helpers also motivate students to want to take ownership into the classroom setting.</p>
<p><b>7. SCAFFOLDING AND SUPPORT</b></p> <p>Materials/activities provide all children with opportunities and support to meet the standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>7a)</b> 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.</p>	<p><b>No</b></p>	<p>Accommodations and modifications for students with disabilities are addressed only briefly with generalized guidance in the Teacher's Manual (Cultural Sensitivity). Examples for ELL include translating parent letters into the child's home language, valuing children's words, speaking slowly and clearly maintaining eye contact to determine if he/she understood what was said, checking often for comprehension by asking questions or having the child state his/her understanding, and use of "realia", that is, actual objects that illustrate vocabulary concepts. For children with disabilities, teachers are encouraged to spread curriculum concepts over a period of days and to decide which are the most important concepts to focus on along with use of assistive technology and using a "buddy system. However, the Individual Teacher Guides do not explicitly include the use of scaffolding in the Daily Plan Outlines. For example: Math Moments lessons where children who may not be "ready" are asked to work on tasks without adult support and guidance for "Partner Practice". And, although the curriculum does suggest using concrete materials to meet the needs of students, it does not explicitly tell the teacher how to model or explain concepts to ensure children's needs are met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>7b)</b> Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.</p>	<p><b>Yes</b></p>	<p>Curiosity Corner provides 34 5-day weeks of instruction. Chapter 10, page 262, in the Teacher’s Manual provides a sample of a 7-Hour Schedule (420 hours). Moreover, teachers are encouraged to look at the learning focus for all the days of the week and make adjustments accordingly for a 4-day week to assist those children who may need more help in certain areas.</p> <p>The Teacher Manual pg. 259 stressed the importance of implementing the themes in the suggested sequence since each unit builds on skills and concepts. However, there is flexibility in altering the theme sequence to accommodate the needs of your school's specific situation. Ch. 10 pg. 262-263 in the Teacher's Manual contains a sample schedule with 3 suggested schedules including one sample that is modified to fit the needs of a four-day program. Lessons and activities are also flexible with one small group activity planned for the week allowing the teacher to assist 5-6 children in the task daily and leaving the fifth day open for independent practice. There is also flexibility in story selections on day 5/ 10. The curriculum allows for teacher choice during STaR but does provide a suggestion for those teachers that may need additional support.</p>
<p><b>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>8a)</b> Provides a variety of activities to extend learning from the classroom into the home.</p>	<p><b>Yes</b></p>	<p>Home Link Activities are homework assignments that children must complete every evening. An example of Home Link Activities can be found in each unit at the end of each day under the heading Home Link / Departure. For example, Unit 5, Day 1, the teacher distributes this unit's theme introduction letter, Read &amp; Response form and Home Link DVD to each child. The children are encouraged to watch the video each evening. The show reviews content, letters, math concepts, and includes an audio book. Children are encouraged to read stories with their families. While some families may not have</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>access to computers or DVD players, teachers can encourage families to reach out to the school to accommodate students' viewing of Home Link videos.</p> <p>Theme Introduction letters are another way to extend learning from the classroom into the home. These letters inform parents about upcoming themes and is sent home to parents at the beginning of each unit. Introduction letters also include titles of books families can read to their children, a poem to recite together, a request for parental help in the classroom, and a request to contribute special materials. The letter is found in the Appendix of that unit and is sent home on the 10th day. Copies can also be printed from the Curiosity Resource Center online. The Theme Introduction letters are provided in both English and Spanish. If other languages are required, the Leading for Success teams can identify resources to help translate letters into those languages.</p> <p>There is a Lending Library embedded in the curriculum to allow parents to get books from the school to read at home. Teacher Manual pg.189. The Read and Respond bookmarks are for parents to document which book they read to their child and what was their child's favorite part of the book. Teacher Manual pg. 200-204.</p>
<p><b>FINAL EVALUATION:</b>  <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.</p>			
<p><b>Compile the results of Sections I and II to make a final decision for the material under review</b></p>			
<p><b>I: Non-Negotiables</b></p>	<p>1. Content Within the Parameters of the Standards</p>	<p><b>Yes</b></p>	<p>Approaches to Learning, Mathematics, Language and Literacy, Creative Arts, Science, Social Emotional, Physical and Motor Development are within the parameters of the standards and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			provide the foundational experiences for early childhood development.
	2. Appropriateness of Curriculum Materials and Activities	Yes	Materials and activities are provided through both teacher-initiated and child-initiated activities and experiences; there are substantial opportunities for frequent practice, materials and activities are culturally sensitive; materials and activities are incorporated throughout various settings such as small group and whole group and finally activities and materials are appropriate for the skills they are intended to address. Appropriate Curriculum materials are provided through child-friendly puppets, cards, books, and manipulatives.
	3. Complexity of Curriculum Materials and Activities	Yes	Materials and activities present a logical progression of complexity over time, especially in Mathematics. Complexity of vocabulary is evident, however, there are more limited opportunities for reinforcement and application of acquired new words.
	4. Quality of Curriculum Materials and Activities	Yes	The quality of materials and activities meet the Louisiana standards. Language development is emphasized through numerous opportunities for read alouds; math materials and activities devote a large majority of time to support children's understanding of numbers and supporting understanding of language of math content; adequate explanatory materials are provided for teachers.
	5. Assessment	Yes	Assessments are provided through anecdotal observations, checklists and work samples, and are embedded throughout the activities within the daily schedule in various ways.
<b>II: Additional Indicators of Quality</b>	6. Implementation Format of Materials and Activities	Yes	Materials are available through different formats such as print and non-print that includes videos, music, art, pictures, online, and additional supplemental materials are also suggested.
	7. Scaffolding and Support	No	Information was vague and lacked explicit instructions, materials, and activities available for special needs students and English language learners. The daily schedule is flexible and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			allows for adjustments.
	8. Activities/Materials Supporting Parental Participation	Yes	Opportunities are available for activities to extend learning from the classroom into the home environment. Home visits are encouraged, Home Link assignments are sent home daily, and reading activities at home are highly encouraged.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier II, Approaching quality</u></b>			

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: **Curiosity Corner 2nd Edition**

Age Levels: **Three and Four**

Publisher: **Success for All Foundation**

Copyright: **2014**

Curriculum Type (Language/Literacy, Math, Integrated<sup>1</sup>): **Integrated**

Overall Rating: **Tier II, Approaching quality**

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

STRONG	WEAK
1. Within Parameters of Stnds. (Non-Negotiable)	7. Scaffolding and Support
2. Appropriateness of Materials (Non-Negotiable)	
3. Complexity of Materials (Non-Negotiable)	
4. Quality of Materials (Non-Negotiable)	
5. Assessment (Non-Negotiable)	
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.

<sup>1</sup> **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
<b>SECTION I: TIER 1 AND 2 NON-NEGOTIABLES</b>				
<p><b>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</b></p> <p>Materials and activities are consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL INTEGRATED CURRICULA:</b></p> <p><b>1a)</b> A large majority of materials and activities provide opportunities and experiences for children to meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> (i.e., appropriate for the children’s developmental level and address each of the domains listed below):</p> <ul style="list-style-type: none"> <li>○ Approaches to Learning,</li> <li>○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies,</li> <li>○ Language and Literacy Development,</li> <li>○ Physical Well-being and Motor Development, and</li> <li>○ Social-Emotional Development.</li> </ul>	<p><b>Yes</b></p>	<p>Review of the Success for All Foundation: Curiosity Corner 2<sup>nd</sup> Edition Curriculum reveals that the majority of the contents are within the parameters of the Louisiana Birth to Five Early Learning and Development Standards. The activities, materials and objectives outlined in the Thematic Units and Teacher’s Manual provides evidence of the validity and quality of those indicators. However, criteria 3 and 7a does not provide sufficient evidence to conclude that the contents are within the parameters of the standards.</p> <p>Approaches to Learning AL1, Unit 12, Day 1, page 10. This domain meets the metrics for the Louisiana Early Childhood standards. In Unit 12, during Plan &amp; Play, the children plan and build a barn large enough for tractors and animals to go inside. The children can also pretend to build a Pet house. The child pretends to have a pet and has to decide how big his house is going to be for the pet to sleep and play.</p> <p>AL 2 is demonstrated in Unit 15, Day 2, pg. 25 during small group instruction. The teacher pulls five or six students aside to place the Life Cycle of a Plant cards in sequential order. The students in small group are supposed to remain focused while their classmates are in the Labs.</p> <p>Cognitive Development/General Knowledge: Creative Thinking and Expression Here, the Louisiana standards are met. CC 1 is extended into the Math Moments Lesson from Unit 8 Day 6 pg. 84 where children are introduced to the tambourine and maracas. Children use instruments to create a musical pattern. During partner practice the children make patterns to share. The lesson is extended using a video titled,</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>"Western Patterns."</p> <p>CC2, Unit 5, Day 1. In the Art Lab, the children make scarecrows with crumpled newspaper and old clothing. Also seen in Unit 12, when the children create animals using various types of materials for skin covering.</p> <p>Mathematics The Louisiana standards are met for Mathematics. CM1, Unit 8, Day 1, Page 14. During Math Moments, the children count with Curiosity. The teacher introduces the number that the children will count to, which is 20. The teacher plays the "Count with Curiosity: 1–20" video and invite children to count to 20 with Curiosity.</p> <p>Mathematics CM2 is addressed in Unit 15, Day 8, pgs. 105-106 when students watch a video about AABB patterns: Heart and Diamonds Video. Students use ABC pattern pieces to work with their patterns to create and copy patterns.</p> <p>CM4, Unit 8, Day 2, Page 29. Curiosity shows the children that she used shapes to make a picture of a house with a big tree in the yard. Curiosity used 1 rectangle, 1 circle, 1 triangle, and 3 squares to make her picture. The children form a partnership and each partnership makes a picture with their 6 shapes. The children share with the class what they have made, and the concept is reinforced by having the children watch the "Pinball" video.</p> <p>Science Content is within the parameters of the Louisiana standards for Science. CS3, Unit 15, Day 5, Page 64. For the Theme Learning Extension, the teacher rereads the book, "It Started As a Seed" by Dr. Alden Kelley. The teacher leads a discussion about what happens to each of the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>seeds in the book. The teacher encourages the children to compare and contrast the different plants the seeds become and what the plants are used for.</p> <p>CS 4 is evident throughout the curriculum on a daily basis when the "Weather Watcher" indicates the current weather conditions on the weather chart in the classroom. For example, in Unit 9, Day 1, pg. 6, The "Weather Watcher" looks out the window to determine the current weather conditions and mark the weather chart accordingly. If the weather changes during the day the Weather Watcher has to change the chart.</p> <p>Social Studies Content is within the parameters of the Louisiana standards for Social Studies. CSS2 Unit 3, Day 7, Page 92. In Learning with Curiosity, the children learn there are other people who take care of them that are not members of their household. The children play a game called "That's Me!" The teacher tells the children about someone who is like family that takes care of them, such as a babysitter. The child says That's me! And stand up and say, "I have a babysitter that takes care of me."</p> <p>CSS3, Unit 3, Day 7, Page 95. After Plan &amp; Play, the teacher sing a clean-up song to prompt the children to put away any props. This is done daily. The children also have daily jobs that they perform.</p> <p>Language and Literacy Development The Louisiana standards for Early Childhood Development are met. LL1, Unit 16, Day 1. Pages 9-10. To help build phonological awareness, on page 9 of Unit 16, Day 1, during Rhyme Time, the children learn a new rhyme about people around the world. The children recall words from the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>rhyme that begin with a certain sound such as /w/. They play the picture match game for beginning sounds. The children choose a picture that begins with the same sound as the word in the rhyme. The children choose the word "What" in the rhyme and select the card that has a picture of a whale on it as the picture that begins with the same sound as "What."</p> <p>LL 2 is addressed throughout each unit and daily lesson during Wonderful Word. For example, Unit 1, Day 8, pg. 105, students are introduced to the word "together", which is the word of the day. When students use the word throughout the day they receive a Paw Point.</p> <p>LL 6 is addressed through multiple learning opportunities such as in Unit 12 Day 1 pg. 9. While singing along to B-I-N-G-O, children substitute segments of sounds using body movements. Children are then awarded paw points if successful in segmenting the letters in the word "Bingo."</p> <p>Physical Well-being and Motor Development Content is within the parameters of the Louisiana standards. PM2, Unit 6, Day 9, Page 117. In the Move It! component of the Lesson Plan, the children sit in a circle to play Bean Bag Pass: General Merchandise. The teacher begins by naming a non-food item that you buy in a grocery store and passes the beanbag to the next person. The next person holding the beanbag names a non-food item and passes the beanbag to the next person.</p> <p>PM 4 is addressed in Unit 10 Healthy Me on Day 2 pg. 22 during the Clues and Questions daily discussion. Children develop appropriate health and hygiene skills with a discussion of what is used when taking a bath and why those items are used to stop the spread of germs.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>PM5, Unit 10, Day 8, page 98. In this unit, the children learn with Curiosity about things that are safe to touch and things that are not safe to touch. Partnerships are formed and the partners are provided with a safe and unsafe picture card. The partners have to decide whether the object is safe or unsafe and why?</p> <p>Social-Emotional Development SE4, Unit 2, Day 2, page 26. In the Unit component Getting Along Together, the topic of feelings is introduced to the children by having the children watch a video titled "Emotions Faces with Kids." Next the children are introduced to the Feeling Faces cards and are asked to identify those feelings and what their faces might look like when they have those feelings. The children continue with the other feelings cards through partner practice by having the children name each feeling, talk about how they know when someone is feeling that way, and make their faces show the feeling that is pictured.</p> <p>SE5, Unit 2, Day 1, Page 9. The strategy used to help the children use self-control is the "My Turn, Your Turn" strategy. An example of this being used in this unit is during Rhyme Time. The children learn a new rhyme titled "Me." The teacher uses My Turn, Your Turn to teach the words and motions to children, one line at a time.</p>	
<p><b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2a)</b> 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><b>Yes</b></p>	<p>This indicator adheres to the metrics of the Louisiana standards. Materials and activities are provided through both teacher-directed and child-initiated experiences. For example, to help develop cognitive and self-regulation skills while engaging in imaginative play, children choose their own interest areas during Plan &amp; Play. Teacher provided materials are Wonder Box for prop creation, CC Activity Cards: Scenario cards for Fall Detectives, At Home in the Fall, Fall Festival, and Story Workshop; Colored</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>clothespins, and paper and crayons or pencils for writing play plans. Also in Unit 5, Math Moments the teacher provides Large Leaf Shapes sheet which are found in the appendix of the Lesson Plan and baggies containing small leaf shapes, one baggie per partnership; a large paper bag containing leaves of different sizes, shapes, &amp; colors. The teacher plays the "Count with Curiosity" 1-15 video. The teacher invites the children to count to 15 with Curiosity. The teacher brings out the paper bag containing the leaves. She takes the items out of the bag and show it to the children. The teacher explains sorting as she models grouping leaves that are alike in some way. They discuss the different types of leaves before baggies containing small leaves are distributed to partners. The partners sort the items in their baggies. Using the sharing sticks, the teacher calls on partners to share how they sorted the leaves and what groups they made with the leaves. The concept of classifying is reinforced by showing the "Cookie Monster Sorting" video.</p>	
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2b)</b> 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><b>Yes</b></p>	<p>Indicator meets the metrics for the Louisiana Early Childhood standards. Review of Unit 5 Lesson Plan's Plan and Play component, the scenario card for At Home in the Fall, allow the children to play in the housekeeping area pretending to cook a special dinner for family and friends or work on a special project around the house. Fall Detectives is another child-initiated experience in the classroom library where the children pretend to be detectives collecting and gathering information about Fall.</p> <p>Teacher-initiated activities during the planning stage of Plan &amp; Play consist of but not limited to inviting the children to write about what they will do in the pretend scenario. Teacher accepts all form of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Teacher encourages the children to tell what they</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>have written. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario. The teacher provides the materials and the props, and encourages the children to think about what roles they would like to play in their chosen scenarios.</p>	
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2c)</b> Materials and activities are included that are culturally sensitive.</p>	<p><b>Yes</b></p>	<p>Student Materials such the Concepts-of-Print book "We are Artist" children are depicted from various ethnicities participating in various artistic domains. Curiosity Corner requires teachers to become informed about the home cultures of children in their groups. Resources are available via the Internet. In Unit 9, the STaR Interactive Story Reading, the class reads The Snowy Day, by Ezra Jacks Keats. The Snowy Day is a picture book for young children that portrays a realistic, multicultural, urban setting. The main character in The Snowy Day is Peter, who is an African-American boy that lives in the city. Peter awakes one morning to find that snow had fallen during the night.</p> <p>Some of the units touch on various cultures. For example, Unit 16 is titled Around the World. In the unit children learn about people from different places. The students explore languages, homes, jobs, games, music, clothing, food, and celebrations from all over the world. In Unit 16, Day 8, pg. 101 under Clues and Questions the students learn with Curiosity. The students learn about different jobs that people do around the world when the watch two videos "Canadian Cowgirl" and "Mexican Pottery".</p>	
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2d)</b> 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><b>Yes</b></p>	<p>Active instruction during Math Moments is done during whole group time, which is then followed by Partner Practice as in the sorting of the leaves activity in Unit 5. STaR Interactive Story Reading is also a whole group or small group activity. For example, the teacher reads "The Busy Little</p>	

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			<p>Squirrel," to the class. The teacher combines partnerships and forms six groups. The children pretend to be animals in the story. Rhyme Time is a whole group and Partner Practice activity where the children partner to play "Make a Rhyme" game. The teacher tells the children a word from the poem that was read, and they have to think of a word that rhymes with it and tell it to their partner.</p> <p>There are eight labs. Each lab is equipped with a variety of materials to encourage children to explore. See pages. 266-267 in the Teacher Manual. Learning Labs create a moment of free exploration of manipulatives and concrete learning materials presented in areas such as Dramatic Play Scenarios. Writing exploration is encouraged frequently in both a Writing Lab and the Plan and Play activity where children write their plans for the day to carve their individual learning experiences. Small group experiences are provided in the curriculum with one activity per week. The teacher will take a small set of 4-5 children on days 1-4 of the lesson, allowing for the 5th day to be used for individual instruction.</p>	
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2e)</b> Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	<p><b>Yes</b></p>	<p>Materials and activities are appropriate for the domains and skills they are intended to address. At the start of each unit there is a materials list under the subtitle "You Will Need." The theme guide contains a list of theme related snack ideas. For example, Unit 10, pg. 135 there is a list of General nutritious snack ideas and theme related snack ideas. The puppets always give a clue as to what the students will be learning for the day and enhance students' social and emotional development. Each moment of the day is deliberately planned to meet a domain objectives. This is executed in daily routines that incorporate oral language skills and mathematical problem solving skills. The activities are supported in play, mealtime and STaR moments.</p>	

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			<p>Materials such as selected books, puppets, and Card Sets enhance lessons where children utilize manipulatives.</p> <p>For example, Math Moments activities help children develop beginning math concepts through interactive activities that provide preparation for mastering Common Core objectives in kindergarten. Activities include sorting leaves. Rhyme Time activities develop phonological awareness to prepare students for reading success. Storytelling and Retelling fosters the growth of literacy skills and allows students to develop a lifelong love of reading. Oral language development is a key outcome of preschool. Each unit addresses rich vocabulary thematically and allows many opportunities to reinforce essential background concepts. Some theme-related words for Unit 5 are acorns, apple, autumn, bear, orchard, pumpkin, gourd, sweater. Unit 5 Wonderful words are season, fall, prepare, harvest, football, fruit, etc.</p>	
<p><b>3. COMPLEXITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>3a)</b> 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><b>Yes</b></p>	<p>Upon review of Units 1,3, and 11 it does show that there exist a progression of complexity over time in Mathematics/Math Moments in Unit 1, the concepts to be learned are rote counting to 10, classifying objects by attributes, and developing number sense for 0 and 1. Math Moments in Unit 3, the children rote count to 12 and identify 2-dimensional shapes. Unit 11, Math Moments focus is on rote counting to 20, matching written numbers to quantities, and measuring and comparing the weight of objects. In each unit, the children are introduced to a mathematical vocabulary word relative to the concept being taught. Additionally, math concepts and vocabulary build upon each other in a meaningful way in that the use of mathematical vocabulary by the students provides evidence that the student possess understanding of the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>concept or skill they've learned. During read alouds children are given opportunities for exposure to a variety of high-level questions and to participate in activities connected to the selected texts. There are lists of Basic Words, Math Words, STaR Words and Getting Along Together Words with opportunities to hear child friendly definitions of words and for repeated exposure to unique words. Children have opportunities to use unique words to win Paw points by using the word during daily routines and also through Think Pair Share activities. However, most of this occurs only one or two days of weekly activities, and there does not appear to be intentional opportunities for prolonged reinforcement or application of the use of words past that time.</p>	
<p><b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</b></p> <p><b>4a) Language and literacy development</b> is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p><b>Examples:</b> 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</p>	<p><b>Yes</b></p>	<p>Regular and repeated read-alouds happen in the following cycle for each thematic unit. Day 1 and day 2, the text is repeated. Day 3 and 4 repeat a separate text, and then day 5 is the teacher's free choice with a suggested text provided to support the theme. The process is repeated in the same manner for week two. Day 6 and 7 are repeated texts and day 8 and 9 are repeated.</p> <p>This indicator meets the Louisiana standards for Early Childhood in that various types of literature are read during read alouds that supports emphasizing children's background knowledge and vocabulary development. An example can be found in Unit 10, Day 1, pg. 12. The title of the unit is "Healthy Me!" with the focus being on things that make us healthy. The STaR story is "Chicken Soup with Rice" which is a compilation of rhymes about the joys of eating chicken soup with rice each month of the year. Children are familiar with and enjoy chicken noodle soup, which accelerates and builds upon their background knowledge. The teacher introduce the title, author, and illustrator. Before reading the book, the children make predictions about</p>	

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	<p>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>the story based on the cover illustration. During the reading the teacher reads the rhymes without stopping. The book is reread and the children are partnered to engage in discussion about the illustrations. After the reading, summative questions are asked to review the text and reinforce vocabulary.</p> <p>In Unit 5 on Day 1, the class reads The Busy Little Squirrel. The connection is to the seasons: Fall and Winter. The same format is used for Interactive Story Reading throughout the units. In the Plan &amp; Play component of the Lesson Plan in Unit 5, the Learning Centers are theme related and allows the children to participate in various scenarios such as a Story Workshop where children can write and illustrate books, or they can have a Fall Festival in the block center.</p> <p>Student readers called Concepts of Print Books are used throughout the unit. A daily message is written and used as a read-aloud. For example, Unit 4, Day 1, pg. 8, the teacher writes and reads out loud "A community can be big or small". The teacher reads the message again touching each word as she reads it. Students say the Rhyme or poem during Rhyme Time. Students also sing during Rhyme Time. Students listen for words that rhyme and perform the motions while reciting the "When I Was Young" poem highlighted in Unit 4, Day 1, pg.9. The Classroom Library and Lab allows students to pick a book related to the theme and read it on a daily basis. On a day-to-day basis the students write out their plan for what they want to do during Plan &amp; Play. For example, In Unit 6, Day 3, pg. 39, under the subtitle Plan &amp; Play students write about what they will do in the pretend scenario that day. Students can also write while in the writing lab.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b>  <b>4b) Math</b> 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 <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p>	<p>Yes</p>	<p>This indicator is consistent with the Louisiana Birth to Five Early Learning and Development Standards. Math materials and activities devote a large majority of time to the development of understanding numbers, ways to represent numbers, and relationships between number and quantities. This is evident in daily Math Moments lessons and activities where children have opportunities to discuss mathematical concepts with adult-driven instruction and partner practice. Math opportunities are also present in daily Math Labs during the Plan and Play portion of the day. The mathematics concepts deepen as the year progresses with rote counting beginning from 1-10 and then increasing at the end of the year with rote counting to 20. Measurement activities are embedded along with 1-to-1 correspondence activities and problem solving applications for each unit.</p> <p>In Unit 5, Day 1, the children are sorting and grouping leaves. The children partner practice and are called on to share what they have learned. The teacher reinforces the concept of classifying by showing the Cookie Monster sorting game video. Moreover, Curiosity Corner's Math Moments Objectives by Lessons for Unit 5 focus is on rote counting to 16 and use of ordinal numbers to describe positions. The focus for Unit 10 is counting by 5's and three-dimensional shapes.</p> <p>In Unit 10, Day 1 the children are introduced to a new way of counting. They learn how to count by 5's to 25. Their math word for the week is eight. The children develop a number sense for eight by counting 8 of their classmates who are standing in a line. The children also watch the "Bellhop: 8 Trunks" video. The children partner practice by counting the bandages in their bags.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b>  <b>4c) Math</b> materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> <li>• Promote children’s acquisition and use of the language and vocabulary of math</li> <li>• Promote conceptual understanding of math content</li> <li>• Promote children’s development of perseverance and persistence in solving problems</li> </ul>	<b>Yes</b>	<p>Math materials and activities adhere to the following indicators of quality: promoting children’s acquisition of math language and vocabulary, promoting conceptual understanding, and development of perseverance in solving problems. Children explore mathematical language and concepts through a variety of resources including daily Math Labs and Math Moments including Counting with Curiosity, Active Instruction, and Partner Practice. The outline of objectives in Mathematics can be found in the Teacher’s Manual Ch. 5 Developing Mathematical Skills pg. 141-146. It outlines how children progressively count by rote beginning with 1-10 and then move into counting by rote to 20. Children also acquire skills in counting by 5s, 10s, and then 2s. There is a progression in shape vocabulary beginning with the basics and then working into 2- and 3-D shapes. Math persistence is evident in Unit 5 Day 1 pg. 3 where children are encouraged to sort objects in multiple ways including found objects such as fall foliage. Mathematical Problem Solving is also built into every Unit in this curriculum.</p> <p>Children’s development of perseverance and persistence in solving problems is addressed in Unit 2, Day 10, pg. 140, students watch Count with Curiosity 1-10 video. The students will solve problems with patterns. Students will watch "Something is Missing" video and see if they can determine what was missing in the pattern. Students then pair with someone to close their eyes and create ABAB patterns. The students take one of the bears away and have their partner guess which bear is missing.</p>	
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>4d) Adequate</b> explanatory materials for teachers are provided.</p>	<b>Yes</b>	<p>This indicator also meets the requirements for the Louisiana standards. Review of the Curiosity Corner Teacher’s Manuals reveal that adequate</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>explanatory information is provided to teachers. Information about Instructional Materials, Managing Assessments, Scheduling, Building a classroom environment that is conducive to learning, Instructional Components, Curriculum Thematic Units, and much more are explained in depth. For example, information explaining how and when to use the strategy "Think, Pair, Share" is given in the section titled Curriculum Structures that Support Oral Language Development in the Teacher's Manual.</p> <p>The manual also gave very clear instructions on how to access the software for the interactive board. There are explicit instructions and information on what teachers need to do prior to presenting the lesson. Each theme guide details at the beginning of the unit the instructional components, instructional strategies, and lesson features. The theme guides details what words to use. Each theme guide contains a subtitle You Will Need that addresses what the teacher will need. There is a subtitle Suggested Materials for Setting Up Learning Labs and Plan and Play Scenarios, which details the specific materials, needed in the labs. The guide details exactly what teachers need to do in order to be prepared. For example, Unit 10, Day 10, pg. 127 under the subtitle Paw Points is says, "Remind children about why they have earned a paw point." Unit 3, pg. xx, for Setting the Scene it specifies what the teacher needs in order to be prepared during Day 1-10. Day 2 states that glue and or cut out "f" from sandpaper on heavy paper and duplicate the bus sheet, one per partnership. The theme guides detail specifically what the teacher should do and say and what the students should do and sometimes say.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p><b>5. ASSESSMENT</b> Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b> <b>5a)</b> Assessments consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).</p>	<p><b>Yes</b></p>	<p>Curiosity Corner's assessments are consistent with the LA Birth to 5 Standards. Assessments are on going and a Unit Record form is provided online for each unit. The Unit Record form provides insight on specific things to assess such as oral-language development and social/emotional skill development. Teacher document observations directly in the Unit Record Form. Refer to Unit 18, Day 1, Page 3 Item 5 under Teacher Routines. Item #5 states that teachers are to observe for children's developing oral-language and social skills as guided by the unit record form for the current unit. Teachers also ask open-ended questions to engage students and to assess what they've learned during reading as shown in Unit 18, Day 1, page 12 during Interactive Story Reading component of the Lesson Plan. A list of questions for certain pages in the story is provided for the teacher to ask the students.</p>	
	<p><b>FOR ALL CURRICULUM TYPES:</b> <b>5b)</b> 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>	<p><b>Yes</b></p>	<p>Again, the criteria is met for the Louisiana standards as seen in the same unit mentioned above...Unit 18. During the reading the teacher uses Think-Pair-Share (partners) strategies and Whole group responses to assess children. After reading, the teacher uses summative questions to review the text and reinforce STaR vocabulary. We also see on page 15 of Unit 18, Day 1- a Learning Focus Review under the Question/Reflection component of the Lesson is used to assess what the children have learned during the course of the day.</p> <p>Ch. 7 "Managing Assessment" pg. 168 outlines how assessment is recorded through the use of Children's Portfolios within the Unit Record Form. The teacher records anecdotal notes through the Child Assessment Tool (CAT) closely monitoring language during Learning Labs, Plan and Play, lunch, snack, etc. quickly jotted down on the record form. The form includes Expressive Vocabulary with spaces for tallying of expressive</p>	

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			<p>words and receptive words (optional), the sharing of classroom materials, and the child's ability to use active listening skills.</p> <p>Moreover, the Teacher's Manual pg. 168 tells teachers to listen carefully as children interact with the teacher, peers, and family. Pay attention to their language while having casual conversations during play, at lunch, snack, etc. Teachers are to jot down a rating next to the child's name. Teachers are to track students using the record form throughout the day to track student's demonstration of expressive vocabulary, oral expression, and Getting Along Together behaviors. The Materials list details the need for the Unit record form as evidenced in Unit 3, pg.1.</p> <p>The curriculum specifically states as seen in Unit 3, Day 1, pg. 11 during Play to observe children as they participate in each play scenario.</p>	
<b>SECTION II: ADDITIONAL INDICATORS OF QUALITY</b>				
<p><b>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b></p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>6a)</b> Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<p><b>Yes</b></p>	<p>This indicator is in alignment with the state requirements. The Curiosity Corner Program materials are grouped into kits, with each kit associated with a group of units. Printed materials can include trade books and SFAF books, which are used for STaR lessons and occasionally for other components. For example, the lesson plan for STaR Interactive Story Reading uses the trade book "Cars and Truck and Things that Go" in Unit 11, Day 3, pg. 40.</p> <p>The Curiosity Corner Curriculum also utilizes non-print formats to teach lessons. The Interactive White Board features Interactive White Board lessons. It is a powerful instructional tool that enhances lessons and simplifies materials management. It is consistently used to teach the Music and Movement component "Move It!" of the daily lesson plan. The Move It page on the</p>	

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			<p>Interactive Board contains either a video link or a slide with a game title for non-video supported activities, such as Follow the Leader. An example can be found in Unit 11, Day 1, pg. 6 where the Interactive Whiteboard is used to play the "Elmo's Got the Moves" video.</p> <p>Materials are available in a variety of formats. The Teacher Manual pg.299- The are the Home Link DVDs to allow students to share with their family what was taught into the classroom. There are commercial CDs that contain songs and stories that are used in the lessons. Curiosity Corner Activity Cards are colorful picture cards that support students learning throughout the day. Curiosity Corner Rhyme Time Cards can be used during transitions or outdoor play. The Ear and Mouth cards, Letter blending cards, and STaR story retell cards are all cards to help support students learning. Posters are included to help guide student choice throughout the day. Posters are used to help support the Getting Along Together concepts. Poster visuals used for specific lessons will be provided on paper as well as displayed on the interactive whiteboard.</p>	
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>6b)</b> Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.</p>	<p><b>Yes</b></p>	<p>Materials are listed on the Ready, Set Chart for each day's lessons. They are categorized for each day's component. For example in Unit 5, there is a list of "Suggested Materials for Setting Up Learning Labs and Play &amp; Plan Scenarios. There is also a category for Items to be Used in All Units, such a Calendar, Weather Chart, and Sharing Sticks. In Unit 5, Day 6, pg. 67 there is an "Additional Materials Needed for Today" list, which lists additional materials for each component.</p> <p>The puppets such as Curiosity (a cat), the program mascot, and her friends Chilly the penguin and Squeaky the squirrel are used to motivate students about the lesson for the day.</p>	

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			<p>For example, in Unit 8, Day 1, pg.6 Curiosity comes out of her house with a music CD and a paintbrush. Curiosity offers clues to the students that the unit they will be learning about is Art and music. In Unit 1, Day 8, pg. 103 the Cool Kid Certificates, Cool Kid Recognition, and Cool Kid Stamp motivates students to want to do great things in the classroom. Students are recognized for being active listeners, sharing, and taking turns. The Plastic Count Chips (Paws) are used as an incentive to motivate students. Classroom Helpers also motivate students to want to take ownership into the classroom setting.</p>	
<p><b>7. SCAFFOLDING AND SUPPORT</b></p> <p>Materials/activities provide all children with opportunities and support to meet the standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>7a)</b> 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.</p>	<p><b>No</b></p>	<p>Accommodations and modifications for students with disabilities are addressed only briefly with generalized guidance in the Teacher’s Manual (Cultural Sensitivity). Examples for ELL include translating parent letters into the child’s home language, valuing children’s words, speaking slowly and clearly maintaining eye contact to determine if he/she understood what was said, checking often for comprehension by asking questions or having the child state his/her understanding, and use of "realia", that is, actual objects that illustrate vocabulary concepts. For children with disabilities, teachers are encouraged to spread curriculum concepts over a period of days and to decide which are the most important concepts to focus on along with use of assistive technology and using a "buddy system. However, the Individual Teacher Guides do not explicitly include the use of scaffolding in the Daily Plan Outlines. For example: Math Moments lessons where children who may not be "ready" are asked to work on tasks without adult support and guidance for "Partner Practice". And, although the curriculum does suggest using concrete materials to meet the needs of students, it does not explicitly tell the teacher how to model or explain concepts to ensure children's needs are met.</p>	<p>Success for All coaches provide support and targeted suggestions to help teachers to meet the needs of children with special needs. In each thematic unit in the appendix is a Learning Labs Facilitation Guide which provides questions at three different levels to provide scaffolding for students. For example, in Unit 4 (pp. 144-146), for the Classroom Library Lab the three levels of questions are:</p> <p>Engage all children: Are there any community helpers in this book? Let's see if we can find and name some of the helpers.</p> <p>Offer support: If I wanted to read this story, where would I start? What page should I read first?</p> <p>Challenge: If you could be one of the characters in this story, which one would you choose? Why?</p> <p>In addition to this support in each thematic unit, the program provides training for teachers to support ELL students. SFAP offers trainings called Strategies for Working with ESL Students, Using Anticipation Guides with English Language Learners, and Application of ESL Instructional Strategies. By training teachers in these strategies and techniques they are prepared to meet the needs of all students in the classroom.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>7b)</b> Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.</p>	<p><b>Yes</b></p>	<p>Curiosity Corner provides 34 5-day weeks of instruction. Chapter 10, page 262, in the Teacher’s Manual provides a sample of a 7-Hour Schedule (420 hours). Moreover, teachers are encouraged to look at the learning focus for all the days of the week and make adjustments accordingly for a 4-day week to assist those children who may need more help in certain areas.</p> <p>The Teacher Manual pg. 259 stressed the importance of implementing the themes in the suggested sequence since each unit builds on skills and concepts. However, there is flexibility in altering the theme sequence to accommodate the needs of your school's specific situation. Ch. 10 pg. 262-263 in the Teacher's Manual contains a sample schedule with 3 suggested schedules including one sample that is modified to fit the needs of a four-day program. Lessons and activities are also flexible with one small group activity planned for the week allowing the teacher to assist 5-6 children in the task daily and leaving the fifth day open for independent practice. There is also flexibility in story selections on day 5/ 10. The curriculum allows for teacher choice during STaR but does provide a suggestion for those teachers that may need additional support.</p>	
<p><b>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>8a)</b> Provides a variety of activities to extend learning from the classroom into the home.</p>	<p><b>Yes</b></p>	<p>Home Link Activities are homework assignments that children must complete every evening. An example of Home Link Activities can be found in each unit at the end of each day under the heading Home Link / Departure. For example, Unit 5, Day 1, the teacher distributes this unit's theme introduction letter, Read &amp; Response form and Home Link DVD to each child. The children are encouraged to watch the video each evening. The show reviews content, letters, math concepts, and includes an audio book. Children are encouraged to read stories with their families. While some families may not have</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>access to computers or DVD players, teachers can encourage families to reach out to the school to accommodate students' viewing of Home Link videos.</p> <p>Theme Introduction letters are another way to extend learning from the classroom into the home. These letters inform parents about upcoming themes and is sent home to parents at the beginning of each unit. Introduction letters also include titles of books families can read to their children, a poem to recite together, a request for parental help in the classroom, and a request to contribute special materials. The letter is found in the Appendix of that unit and is sent home on the 10th day. Copies can also be printed from the Curiosity Resource Center online. The Theme Introduction letters are provided in both English and Spanish. If other languages are required, the Leading for Success teams can identify resources to help translate letters into those languages.</p> <p>There is a Lending Library embedded in the curriculum to allow parents to get books from the school to read at home. Teacher Manual pg.189. The Read and Respond bookmarks are for parents to document which book they read to their child and what was their child's favorite part of the book. Teacher Manual pg. 200-204.</p>	
<p><b>FINAL EVALUATION:</b>  <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.</p>				
<p><b>Compile the results of Sections I and II to make a final decision for the material under review</b></p>				
<p><b>I: Non-Negotiables</b></p>	<p>1. Content Within the Parameters of the Standards</p>	<p><b>Yes</b></p>	<p>Approaches to Learning, Mathematics, Language and Literacy, Creative Arts, Science, Social Emotional, Physical and Motor Development are within the parameters of the standards and</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			provide the foundational experiences for early childhood development.	
	2. Appropriateness of Curriculum Materials and Activities	Yes	Materials and activities are provided through both teacher-initiated and child-initiated activities and experiences; there are substantial opportunities for frequent practice, materials and activities are culturally sensitive; materials and activities are incorporated throughout various settings such as small group and whole group and finally activities and materials are appropriate for the skills they are intended to address. Appropriate Curriculum materials are provided through child-friendly puppets, cards, books, and manipulatives.	
	3. Complexity of Curriculum Materials and Activities	Yes	Materials and activities present a logical progression of complexity over time, especially in Mathematics. Complexity of vocabulary is evident, however, there are more limited opportunities for reinforcement and application of acquired new words.	
	4. Quality of Curriculum Materials and Activities	Yes	The quality of materials and activities meet the Louisiana standards. Language development is emphasized through numerous opportunities for read alouds; math materials and activities devote a large majority of time to support children's understanding of numbers and supporting understanding of language of math content; adequate explanatory materials are provided for teachers.	
	5. Assessment	Yes	Assessments are provided through anecdotal observations, checklists and work samples, and are embedded throughout the activities within the daily schedule in various ways.	
<b>II: Additional Indicators of Quality</b>	6. Implementation Format of Materials and Activities	Yes	Materials are available through different formats such as print and non-print that includes videos, music, art, pictures, online, and additional supplemental materials are also suggested.	
	7. Scaffolding and Support	No	Information was vague and lacked explicit instructions, materials, and activities available for special needs students and English language learners. The daily schedule is flexible and	Explicit scaffolding is provided in the Labs Facilitation Guide in the appendix of each thematic unit, and the program provides training to teachers with specific strategies for

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			allows for adjustments.	ELL students and special needs students.
	8. Activities/Materials Supporting Parental Participation	Yes	Opportunities are available for activities to extend learning from the classroom into the home environment. Home visits are encouraged, Home Link assignments are sent home daily, and reading activities at home are highly encouraged.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier II, Approaching quality</b>				

Appendix II.

Public Comments

There were no public comments submitted.