

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: **We Can Early Learning Curriculum**

Age Levels: **Three-year olds and Four-year olds**

Publisher: **Voyager Sopris Learning, Inc.**

Copyright: **2014**

Curriculum Type (Language/Literacy, Math, Integrated¹): **Integrated**

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
TIER 1 AND 2 NON-NEGOTIABLES			
<p>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL INTEGRATED CURRICULA:</p> <p>1a) Large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e. appropriate for the age level for which they are suggested) across all domains of the standards:</p> <ul style="list-style-type: none"> ○ Approaches to Learning, ○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies ○ Language and Literacy Development ○ Physical Well-being and Motor Development and ○ Social-Emotional Development 	<p>Yes</p>	<p>A large majority of materials and activities provide developmentally appropriate opportunities and experiences for children to achieve the standards across each domain. For example, phonological awareness activities progress from the identification of familiar sounds (e.g., bell that rings to begin school, horn honking outside) in August to the segmentation of previously taught sounds in "vowel-consonant" and "consonant-vowel-consonant" words in May. In all lessons, children "hear, see, say, and do" as they play with the language. They listen to stories, repeat words, and participate in collaborative conversations that reinforce word knowledge. The program also exposes children to great authors through 34 literature books. Big Books provide informational text and images needed to build content knowledge (e.g., in science in social studies). Children listen and read together as the teacher rereads the text and discusses text features and meaning. Students read poems and recipes, discuss Venn diagrams, and compare data on charts. Teachers use author studies to compare literature styles, and story webs to illustrate story parts and support retell. Pre-writing activities are included in each lesson. Instruction and guided practice help children develop pre-number concepts, number sense, geometry (e.g., shapes), measurement, and data concepts.</p> <p>Lessons also incorporate social and emotional learning throughout the day. For example, children share their drawings with their classmates, build something with a peer, role-play routines with friends, demonstrate how to help others, and compliment friends during cleanup. Each lesson includes creative movement activities for inside or outside play. Transitions include activities that extend concepts (e.g.,</p>

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			Music March). Lessons promote intrinsic motivation to learn, flexible problem solving, inventiveness, and help develop children's tolerance and ability to focus, as well as encourage initiative and persistence.
2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 2a) Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.	Yes	<p>Activities and materials are provided though both teacher-directed and child-initiated experiences. Teacher-directed activities are provided during whole group and small group (e.g., Teaching Table and Work Table). Child-initiated activities are encouraged through Learning Centers, which children have the opportunity to experience multiple times during the day.</p> <p>Opportunities are provided for teachers to guide many choices for children, not only in learning centers but also throughout the day where there is movement and options provided. For example, during art children are to use crayons to freely, in music they pick an instrument and use to play to the rhythm; for creative movement children are asked to pick an animal and invite children to pretend to be that animal; in read alouds they are asked to draw a picture about the story or about a character. The teaching modules included with this program provide extensive instructions for teachers.</p>
	FOR ALL CURRICULUM TYPES: 2b) Materials and activities allow substantial opportunities for frequent and systematic practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to games, dramatic play, investigations, etc.	Yes	Children are provided with substantial opportunities to practice skills using interactive and hands-on approaches. Daily lessons encourage role-playing, dramatic play, creative movement, talking/collaborative conversations, investigations and other interactive opportunities to practice skills.
	FOR ALL CURRICULUM TYPES: 2c) Materials and activities are culturally sensitive and appropriate.	Yes	The curriculum provides teachers with a wide variety of resources that are culturally sensitive and appropriate. Read alouds include culturally diverse literature. Resources are provided in

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			Spanish and in American Sign Language. Pages B-42-52 provide specific information on meeting the needs of English Language Learner and Dual Language Learners, including suggestions for instructional modifications to ensure that children understand what is taught and can apply the information in meaningful ways.
3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 3a) Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).	Yes	A Scope and Sequence chart, provided in the Additional Resources, illustrates a logical and coherent progression of skills complexity over time.
4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA: 4a) Language development is emphasized through resources and activities that support the following: <ul style="list-style-type: none"> • Significant time spent on reading appropriately complex books aloud to children, drawing from a balance of narrative and informational text • Regular read-alouds of informational text related to a theme or topic (i.e., animals, cities, weather) in order to accelerate background knowledge and vocabulary development • Frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions about the text 	Yes	Read alouds and language/vocabulary development occurs daily. Texts are read multiple times to help children store and organize information. Questions encourage children to make connections to the setting, sequence of events, character feelings, and details. Vocabulary words are provided in English and Spanish. Words are also divided into categories: Naming Words, Action Words, and Describing Words and are specific to a unit and read alouds within the unit (e.g., the unit on Bears includes the following words: animal, claws, winter, weather, hibernate, dangerous, wild).

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	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4b) Math materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the <i>Louisiana Birth to Five Early Learning and Development Standards</i>.</p>	Yes	A large majority of math time is devoted to the development of pre-number concepts, number sense, geometry (e.g., shapes), and measurement concepts consistent with the standards at this grade level. Activities include sorting, classifying, ordering, completing patterns, oral counting and counting objects, comparing objects, and using/forming graphs. For example, children learn the concept of “pairs” through activities that allow them to match objects; in activities that have children connect three links, number concepts and ways of representing numbers is taught. Math fingerplays, chants, and songs happen frequently to support math concepts; in activities where two objects are used children examine how they are alike or different.
	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4c) Math materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> • Promote children’s acquisition and use of the language and vocabulary of math • Promote conceptual understanding of math content • Promote children’s development of perseverance and persistence in solving problems 	Yes	Activities and materials encourage children to use the language and vocabulary of math and promote conceptual understanding and perseverance in solving problems. For example, when learning position words, children are encouraged to repeat a position word and place an object inside, outside, near, or far, accordingly, after the teacher models.
	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate, explanatory materials for teachers are provided.</p>	Yes	Each Teacher Edition provides an overview of classroom management, assessment and data management, a glossary of We Can! kit components, product and strand descriptions as well as a scope and sequence. The unit plans provide detailed weekly lesson plans.
ADDITIONAL INDICATORS OF QUALITY			
<p>5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p> <p>Materials and activities reflect</p>	<p>FOR ALL CURRICULUM TYPES: 5a) Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>	Yes	Materials and activities are incorporated throughout a variety of settings, including whole group, small group (e.g., Teaching Table and Work Table), learning centers, and individualized time (e.g., Learning Zoo).

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<p>a wide range of experiences for skill development.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 5b) Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.</p>	<p>Yes</p>	<p>Each lesson includes suggestions for additional activities that appeal to children’s interests. The Learning Zoo technology also provides games and activities to reinforce skills.</p>
	<p>FOR ALL CURRICULUM TYPES: 5c) Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<p>Yes</p>	<p>Materials are available in print and non-print formats and include texts, art, music, pictures, American Sign Language cards, and manipulatives.</p>
<p>6. ASSESSMENT</p> <p>Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 6a) Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).</p>	<p>Yes</p>	<p>The program includes multiple options for monitoring children’s progress and reporting outcomes using print and digital formats. Unit checklists are included. Work samples are collected and kept in a portfolio. The program includes a comprehensive, easy-to-use benchmark assessment that provides targets for the beginning, middle, and end of the year to help teachers determine the children’s progress and identify needed instructional modifications. The data management system helps store, organize, and report data from the unit checklists and benchmark assessments.</p>
	<p>FOR ALL CURRICULUM TYPES: 6b) Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, center/activity times, transitions, etc.) within the daily schedule.</p>	<p>Yes</p>	<p>Observational data is collected while children are playing or participating in activities.</p>
<p>7. SCAFFOLDING AND SUPPORT</p> <p>Materials/activities provide all children with opportunities and support to meet the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 7a) Appropriate suggestions are outlined for supporting varying needs of children (e.g. for English language learners, children with special needs, etc.) and are integrated throughout all materials and activities. Examples may include additional, alternate or modified activities or materials.</p>	<p>Yes</p>	<p>The curriculum provides lesson-specific differentiation strategies and modifications to help teachers meet the needs of all children, including ELLs and children with special needs. For example, student materials are provided in Spanish and Teacher Editions include teaching techniques for multilingual instruction that can be applied to any lesson. The curriculum provides specific ways to support children with special needs, including ways to make it easy to move around in the classroom and ideas for multi-sensory games and lessons. The curriculum also includes American Sign Language cards.</p>

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	FOR ALL CURRICULUM TYPES: 7b) Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.	Yes	The schedule for activities can be adjusted to meet children's needs and interests. Suggestions for lesson modifications are provided during the Teaching Table and Work Table portions of each lesson.
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 8a) Provides a variety of activities to extend learning from the classroom into the home.	Yes	The curriculum provides many opportunities for teachers to connect school activities with home activities. A Communication Board and PEP Talk newsletter inform parents what children are learning and ways they can support practice at home. The program also offers a series of parent workshops.
FINAL EVALUATION: <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.			
Compile the results of Sections I and II to make a final decision for the material under review			
I: Non-Negotiables	1. Content Within the Parameters of the Standards	Yes	The materials provide teachers with high quality content as well as student opportunities and experiences that address all domains aligned to the state standards.
	2. Appropriateness of Curriculum Materials and Activities	Yes	Activities and experiences provide both teacher-directed and child-initiated opportunities, hands on application of skills, and a wide variety of resources that are culturally sensitive applicable for diverse learning.
	3. Complexity of Curriculum Materials and Activities	Yes	The scope and sequence present a logical and coherent plan for the progression of skills.
	4. Quality of Curriculum Materials and Activities	Yes	Reading and math activities are designed to help students make important connections that improve language development and understanding of math concepts.
II: Additional Indicators of Quality	5. Implementation Format of Materials and Activities	Yes	Suggestions include a wide variety of materials and activities for use in multiple settings and formats. Alternatives are also offered for teachers.
	6. Assessment	Yes	Multiple options exist for monitoring progress and reporting outcomes using both print and

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			digital formats. Unit checklists, work samples and an easy-to-use benchmark assessment to help teachers determine the children's progress and modify instruction. The data management system helps store, organize, and report the data.
	7. Scaffolding and Support	Yes	Lesson-specific differentiation strategies and modifications are provided to meet the needs of all children (e.g., ELL materials, multi-sensory games and lessons, and American Sign Language cards).
	8. Activities/Materials Supporting Parental Participation	Yes	Opportunities to connect school activities with home activities are provided (e.g., see the Communication Board, PEP Talk newsletter, and parent workshops).
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.