



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



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

Title: **Frog Street Threes**

Age Levels: **Three and Four**

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Curriculum Type (Language/Literacy, Math, Integrated<sup>1</sup>): **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. Assessment (Non-Negotiable)	
6. Implementation Format of Materials, Activities	
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.

<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>A large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards for three year olds.</p> <p>Approaches to Learning- AL 1 (Engage in play-based learning to explore, investigate and acquire knowledge) is addressed on a daily basis during Literacy Practice Centers and Math Practice Centers. Children decide which center they want to go in and what skills they want to work on independently - Theme 5 Week 3 pg. 31 Math Practice centers support "Pretend and Learn" activities where children use tableware (plates, utensils, cups, napkins) to set the table for the "Three Bears." This opportunity supports a playful way for children to explore their world as well as practice skills such as 1-to-1 correspondence. AL 3 (Recognize, understand and analyze a problem) is evident daily through Literacy and Math small group time. The children practice maintaining focus on objects and activities while others are in centers.</p> <p>Cognitive Development/General Knowledge- Evidence for CC 1 (Develop and appreciation for music, participate in music/movement activities) is found in Theme 6, Week 2, pg. 14, during the Connect activity where children are taught an adaptation of "Humpty Dumpty" (found on pg. 44 in appendix). They do the movements with a partner as the teacher recites the rhyme. CC 3 (Explore roles and experiences through dramatic play) is addressed in Theme 6, Week 2, pg. 20, in the Language and Literacy Center where children are encouraged to play and interact with puppets to guide their play. In the Creativity Station children create puppets like the puppet Cole made in the story It Started as a Sock.</p>

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			<p>Mathematics-Evidence for CM 1 (Understand numbers) is found in Theme 9, Week 2, page 18. The children are able to tell "how many" after counting a set of five or fewer items as seen in the lesson on page 18. The children are introduced to numerals 6-9. On Day 1, they review the number families 0-5. A child places the appropriate number card by each number bag. The teacher explains that no matter how a set is arranged it is still a set. The set changes when an item is removed from the set. The teacher can use cookies or other objects to demonstrate that if there are four cookies on a plate it is a set. If a cookie is removed, it is now a set of 3 cookies, and so on. CM 2 (Understand basic patterns, concepts, operations) is addressed throughout Theme 5, Week 1, Days 1-5, pg. 8, on Day 1 children practice making AB patterns using two colors of connecting cubes, on Day 2 children create ABC patterns using any manipulative, Day 3 they practice making ABC patterns using connecting cubes, Day 4 they are given six connecting cubes and practice making AAB patterns, and on Day 5 children make AAB patterns using the manipulative of their choice.</p> <p>Science-CS1 (Develop ability to carry out scientific inquiry process) is covered in Theme 8, Week 1, page 11 where children learn and read about bugs. To extend their learning they explore bugs and crawling "critters" by taking a walk outdoors. They use simple tools like a magnifying glass to investigate and gather information on bugs during Outdoor centers. In Fine Motor Practice Center, the children use tweezers to place yarn, which resembles a caterpillar, on a leaf. CS 3 (Life Science) is represented in Theme 9 Week 1 pg. 9 during the STEAM lesson. Children classify zoo animals by a variety of physical features. On Day 1 the children make a chart of those with or without legs, on Day 2 they classify animals by color, Day 3 classify animals with or without fur</p>

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			<p>and on Day 4 the lesson supports children's understanding of the vocabulary term, "habitat." The children look closely at the picture cards to determine if they might find the animal's habitat as "land" or "water."</p> <p>Social Studies-CSS 2 (Describe people, events and symbols of past/present) Evidence is found in Theme 2, Week 1, pg. 6, during the Read Aloud where children are asked if they have siblings. The teacher displays the photo activity cards of families, and children discuss the many configurations. CSS 3 (Develop an awareness of geographic locations, maps and landforms) is evident in Theme 2, Week 2, pg. 21, in the Construction Center where children pretend to be architects and design/build houses big enough to hold their family and all of their relatives.</p> <p>Language and Literacy- Opportunities to meet the Language and Literacy are found throughout the Frog Street curriculum. LLL 5 (Demonstrate understanding of the organization and basic features of print) addresses letter recognition in the Morning Message-Theme 4 pg. 5 where the teacher displays letter cards, discusses differences in letter shapes and helps children recognize which names begin with those letters. E-books focus on letters of the week through song/rhyme (e.g. /m/ Marvin Monkey). Evidence for LL6 (Demonstrate understanding of different units of sound) is found in Morning Message Phonological Awareness activities, for example in Theme 7, pg. 5 children practice clapping syllables while chanting the daily sentence. Evidence for meeting LL 4 (Comprehend stories and information from book/texts) is found in Theme 6, Week 1, pg. 10 in Language and Literacy practice center when children retell the story using the story folder props. They sequence the order in which Shelby created Bailey's face. LL 2 (Comprehend and use increasingly complex and</p>

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			<p>varied vocabulary) is found in Theme 5, Week 2, page 22. In Closing Circle the children demonstrate an understanding of and begin using some new vocabulary introduced by listening to texts read aloud. The Wonderful Word of the Week Vocabulary Card "fantasia" is displayed. The teacher asks children to tell about some "make believe" events in the week's stories. The Vocabulary Card "ponderosa" is displayed. A child is asked to define the word and tell which story character was "mighty." LL 7 (Developing familiarity with writing implements, conventions and skills) is found in Writer's Corner section of curriculum, for example, Theme 4, pg. 20 - children are encouraged to write in their journals and draw a picture of their favorite health practice.</p> <p>Physical Well Being and Gross Motor-PM 1 (Develop large muscle control) is addressed in both Learning Center Practice of Gross Motor Skills and outdoor learning. In Theme 2 Week 3 pg. 31 during Math Practice center- Gross Motor, the children toss plastic dog bones into a bowl. The teacher uses masking tape as a throw line and places the bowl on the opposite end. The children practice using their upper bodies to accurately throw the bones into the bowl. PM 5 (Demonstrate safe behaviors) is addressed in Theme 4, Week 1, pg. 6, during Literacy the children listen to the story, It's A Safety Rule. The children answer questions about things they have to do at home to be safe and give examples of safety rules. They have opportunity to review the Commitment Poster that displays rules.</p> <p>Social-Emotional Development- Social Emotional development is evident in the curriculum through the use of Conscious Discipline. SE 1 (Develop healthy relationships/interactions) Children develop healthy relationships with their peers and adults during Morning Greeting (through the</p>

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			<p>Unite, Calm, Connect, Commit activities). In Theme 3, Week 1, pg. 4, children Unite with the use of the "Color Song." The children "Calm" using Balloon Breathing referenced on pg. 43 and then "Connect" with the Absent Child Ritual and the Welcome Back Ritual. The children recognize their missing peers with the "We Wish You Well" song. The children recognize returning children with a "Welcome Back Kiss." The children are led in a discussion of making eye contact when talking with others. Children are partnered with another sharing the same eye color. The children are encouraged to make eye contact while singing the song, "Eye Rhyme." Finally, the children "commit" to keep the classroom safe with the "Safekeeper Ritual." SE 2, Theme 1, Week 1, page 11. During science center, the children describe self, referring to characteristics, preferences, thoughts, and feelings. They examine their fingers with a magnifying glass and describe what they see. The teacher points out that the fingerprint is a characteristic that is unique. No two people have the same fingerprint. The Handwashing Sequence Cards are placed in the Science Center. The children review and pretend to wash their hands using the sequence cards. Social-Emotional development is strengthened in the curriculum through the use of Conscious Discipline.</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>Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches. There are examples of full and half day schedules included in the curriculum that support a balance of teacher directed and child initiated experiences. The Literacy and Math Practice Centers allow for child initiated activities to occur. Adult guided group experiences occur during Greeting Circle, Literacy, Math, STEAM and Closing Circle. An example of a child initiated experience is evident in Theme 6, Week 1, pg.10, in the Writer's Corner it states that if children prefer to do their own</p>

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			<p>"writing" allow them to do so. This content is within the parameters of the standards. Evidence shows materials and activities are provided through both teacher-directed and child-initiated experiences. In Theme 3, Week 1, page 9 the children learn to mix colors. For this STEAM lesson, the teacher directs several activities before letting the children practice independently or in pairs. The teacher begins each day by demonstrating mixing two primary colors of tempera paint on easel paper to create the designated secondary color. The teacher makes a circle using one of the primary colors, ask a volunteer to add the second color, and before mixing the two colors the teacher ask the children to predict what will happen. As the second color is added and mixed, the teacher asks the children who predicted correctly. Then the teacher invites the children to experiment mixing two colors by using an eyedropper to drop a few drops of food coloring (red and yellow) in a single water-filled section of a Styrofoam egg carton.</p> <p>The teacher can also assign "Zones" where children are allowed to choose any center within that assigned zone. In Theme 3, Day 1, on page 10-11, a list of centers with child-initiated activities are provided.</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>Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches. The curriculum supports a hands-on approach to learning with the balance of child-initiated experiences and small group rotations. The electronic lesson planner outlines a comprehensive supply list to promote exploration in the classroom with the use of Clothing and Thematic Play Props, Containers/ Dishware, Craft/ Party Supplies, Common Drug Store and Grocery Store Items, Linens/ Fabrics, Papers/ Plastics, Office Supplies, Hardware Store Loose</p>

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			<p>Parts, Items found in Nature, Tools/ Utensils, Recyclables, and toys such as balls for outdoor learning experiences.</p> <p>Theme 6 Week 1 pg. 8 includes Math small group activities for children to practice one-to-one correspondence. The lesson plan outlines the learning outcomes, materials list for the week, special needs adaptations, and vocabulary to be introduced. Each day children experience and use a different real-life manipulative to make matching sets. On Day 1, the children match themselves to a frog counter. The teacher notes how there are some frog remaining that do not match to the children. This experience allows for the introduction of vocabulary such as more, equal, and less than. Day 2 includes a matching activity, picture cards to crayons; Day 3 matches the cards from Day 2 with blocks. Day four uses the same picture cards from previous days to match with paintbrushes. For the final Day, the children match themselves to a streamer and find an adult to give the extra streamers to.</p> <p>The curriculum provides both Literacy and Math Practice centers to reinforce child-initiated experiences. Theme 8 Week 3 pg. 30 is supported with the following Literacy Practice Centers: a Writer's Corner, Language and Literacy Center, Science, and a Library and Listening Center. Each center is supported with a materials list located in a tab to the left. The Writer's corner supports daily journal writing as well as letter/ numeral recognition using materials such as letter and numeral shape mats, letter cards, journals, and playdough to form snakes when creating letters and numerals on the shape mats. The letters and numerals available in the Writer's Corner are rotated to represent the targeted letters and numerals. The Language and Literacy Center encourages children to re-tell the read-aloud story through the use of ant and</p>



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			grasshopper puppets. The Science center includes a magnifying glass and photo activity cards for children to study interesting "critters" and encourage discussion. The Library and Listening Center reinforces the read-aloud with a printed small book, Grasshopper Gus and the listening CD available in both English and Spanish.
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2c) Materials and activities are included that are culturally sensitive.</b></p>	Yes	<p>Materials and activities are included that are culturally sensitive. The Teaching Guides are culturally sensitive and depict a variety of cultures and ethnicities. On page 67 in the Welcome Book, it states that the culture and linguistic diversity of all learners is promoted and celebrated by making sure the classroom reflects diversity visually, verbally, and with concrete experiences. The teacher can invite a variety of people to visit to the classroom, present a variety of foods for snacks and lunch, use books, posters, and photographs that celebrate a variety of ethnic groups, and focus on similarities and differences without making judgments. In Theme 1, Awesome Me, one of the learning outcomes is for the children to recognize self as a unique individual having own abilities, characteristics, emotions and interests. The children read the story "Awesome Me." The cover of the book depicts children of different ethnicities. When the children learn to wash their hands, the teacher uses the Handwashing Sequence Cards to remind them of the appropriate steps for handwashing. The hands and arms in the photos are of various skin tones or ethnicities. The children depicted on the Wonderful Word of the Week Vocabulary Cards are of various ethnicities. In Week 2, page 16, the children read the informational text "How Do You Feel?" On its cover are children from various ethnic groups. The Photo Cards for emotions depicts children of various ethnic groups. In the Creativity Station on page 21, the children are encouraged to paint a picture of</p>

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			<p>their grandparents. In Week 4, page 36, Community Helpers are racially and gender diversity in the Photo Cards. A poster with sign language can be displayed in the classroom showing the sign for colors, people, manners, and positional words. The program includes bilingual developmental storybooks. Photo-supported vocabulary cards feature English on one side and Spanish on the other. Animated eStories are in English and Spanish for each letter of the alphabet. The entire curriculum is written in English and Spanish.</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>Materials and activities are incorporated throughout a variety of settings. Children partake in whole group experiences during Greeting Circle and Closing Circle. Throughout the weekly guides there is evidence that Literacy and Math is recommended for small group instruction as seen in Theme 5, Week 1, pg. 6 and 7. The highlighted blue pencil recommends small group instruction. The Welcoming Guide pg. 59, outlines STEAM activities best presented in a small group, for example as seen in Theme 4, Week 2, pg. 19.</p> <p>Children work independently with materials in practice centers daily. Practice centers provide opportunities for individualized attention. In the Practice Centers, children work independently with materials on task that are specifically designed to support daily objectives and concepts. Materials and activities are incorporated throughout a variety of settings including whole group time, centers, and small group rotations, and each theme incorporates an integrated approach to learning using the child's interest to guide 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 addressing. According to the Welcoming Guide, pg. 5 domain specific activities and experiences are integrated into each day of instruction. Frog Street focuses on the Language Domain, Cognitive Domain, Social</p>

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			<p>and Emotional Domain, and Physical Domain although the other domains are addressed. Domain specific activities and materials are integrated into each day of instruction which is created specifically for 3-year olds. Each week of instruction is organized into a 10-page section of activity choices. Fine Motor activities may include children creating patterns using Pattern Cards. In Gross Motor, the children can clap their hands or tap their feet to create movement patterns. For Math, the children can use large red and green frog counters for pattern making. Reading, speaking, and singing help children experience language.</p> <p>Materials are divided into two categories: Program Materials and Supplies to Gather. Many of the materials are common materials such as construction paper, finger paint and crayons. Additional materials can include toilet paper tubes, yarn, and cotton balls. For a complete list of all the materials needed for the entire program, the teacher can go to the Planning and Assessment CD. The materials are organized by categories to help the teacher plan ahead.</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>Materials and activities present a logical and coherent progression of complexity over time. The Welcome Guide, pg.14, states that the Math skills presented in the curriculum are intended to allow children the opportunity to take what they know about one concept and apply it to the next.</p> <p>Each week outlines increasingly complex activities. For example, read-aloud text complexities increase as the children read informational and fictional text each week. Two read-aloud selections are provided each week with follow-up and additional activities around the text in repeated reads. This provides children with opportunities to engage in a first reads while additional and repeated readings throughout the</p>

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			<p>week help them internalize vocabulary, and literary concepts in each literature selection.</p> <p>In Theme 1 the children explore objects so they begin to identify similarities and differences and build an attribute vocabulary. In Theme 2 the children begin to explore spatial relationships to build location and position vocabulary. In Theme 3 the children use their experiences, attribute vocabulary, and knowledge of location and position to manipulate objects into categories and begin to recognize patterns. In Themes 4 and 5 the children begin to recognize, copy, extend, and create patterns in order to arrange sets in one-to-one correspondence. Themes 5-6 focuses on one-to-one correspondence. Once children can match objects one-to-one, they can compare sets to determine which sets have more and which have less. In Theme 7 the children order and sequence materials in a specific order. For example, based on relationships, size, quantity, action, or position. These skills are necessary in order for children to grasp numeration. In Themes 8-9 the children explore number families, recognize numerals, and practice simple operations.</p> <p>The Vocabulary presented each week builds upon each other in order for children to master the skill. For example, in Theme 2, Week 2, pg. 18 the vocabulary consists of colors and shapes in order for children to know how to describe something in order to group things. In Week 3, pg.28, the vocabulary consists of positional words in order to place attributes in a particular location. There is complexity in each Theme as the weeks progress. For example, in Theme 7, in Week 1 the children order and sequence by size In Week 2, they order and sequence by position. In Week 3, the children order and sequence by size and position, and in Week 4, they order and sequence by quantity.</p>

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			<p>There is also evidence of complexity of activities supporting language development through the daily Morning Message. Complexity in phonological awareness is evident as the themes progress. In Themes 1-2 children will practice tapping words in the Morning Message focus sentence-one tap for each word. Children begin to hear the separation of words helping them develop the understanding that words make up sentences. In Theme 3, children will begin clapping syllables in the Morning Message. This helps them develop awareness that words are made up of smaller sounds. In Theme 7, children begin identifying rhyming words and alliteration.</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 and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children’s</p>	<p><b>Yes</b></p>	<p>Language and literacy development is emphasized through resources and activities that support regular read-alouds and frequent reading approaches.</p> <p>Read-Alouds are repeated in both large and small group settings. The curriculum supports the read-aloud of a text over multiple days in a week within a theme. There is evidence that read-aloud texts are also repeated over multiple weeks. Theme 6 Week 1 introduces the trade book, Things Kids Do during Literacy Read-Aloud time in a small group setting. The text is read over five days during Week 1. The first read is an introduction to the book with a picture walk. The teacher defines the word "creative" and leads a discussion on what it means to be creative. The book is read and the teacher asks the children to determine which activities require being creative. In additional readings during Week 1 the teacher reviews actions on the individual pages. There are opportunities to discuss setting and opportunities for shared writing by listing creative things the children can do. The curriculum suggests discussion of the images in the book by pointing out how a photographer is creative. The book is enhanced through the shared rhyme, "I Can."</p>

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	<p>understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p>		<p>Literacy Practice Centers pg. 10 provide literacy opportunities to reinforce the trade book.</p> <p>The Writer's Corner encourages children to select a "Kids Can Do Story page" and dictate a sentence about their experience. The Creativity Station provides materials for children to create a paper plate puppet face referencing the activity from the character, Shelby. Language and Literacy encourages children to re-tell the story with story folder props and story event sequencing. The Library and Listening Center provides children the opportunity to see and hear the story individually. There is extension of this read-aloud in Week 2 pg. 17 when the trade book is presented a second time in a large group setting. During the first reading of this week, a child volunteers to remind others what the book is about. The teacher presents the story and reinforces the vocabulary term, recycle, which has been used in previous themes. The children are challenged to find recycled items in the pictures. Additional readings discuss types of puppets that can be used in storytelling and the teacher supports the children in reading "predictable" text lines orally.</p> <p>Each lesson in the Frog Street curriculum contains activities to promote Language and Literacy development. In Theme 1, Week 1, pg. 3 in the Week at a Glance under Literacy, there is a Morning Message that contains Phonological Awareness, Letter Knowledge, Read-Alouds, Practice Centers, and a Wonderful Word of the Week. The morning message is intended specifically to help with phonological awareness, Print Concepts, and Letter Knowledge. For example, In Theme 4, Week 2, pg. 15, during Greeting Circle) for Phonological Awareness the children are encouraged to say the sentence (Morning Message) with the teacher. They then tap their knees and clap their hands for each</p>

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			<p>word in the sentence. For Print Concept the teacher writes and says each word in the sentence. The children read along with the teacher, and they are taught that words are written from left to right.</p> <p>Vocabulary supporting background knowledge through read-alouds includes examples of child-friendly definitions of words children will hear in a story such as in Theme 1, pg. 36 - I Wonder (wonder=being curious to know something or be amazed by something). Sample questions and language extensions for each book are provided for all of the readings of a story, such as Theme 8, pg. 6 D 1<sup>st</sup> read "What bugs did Edie find in her yard that are also in your yard?", 2<sup>nd</sup> read "Do you think Edie might want to be an entomologist, Why?," 3<sup>rd</sup> read "look for bugs that crawl", 5<sup>th</sup> read - Children, identify and count insect body parts</p>
	<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>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 ELDs.</p> <p>Each daily plan contains instructions for Math time with detailed lessons on what teachers should do on Days 1-5. A STEAM lesson is offered with each week of instruction. Math is a part of the STEAM discipline, and Math Practice Centers are included. Math focused centers include Creativity Station, Fine Motor, Gross Motor, and Math.</p> <p>In Theme 8, Week 1, the math focus lesson is on Numeration 1-3. The Learning Outcome is for the children to learn number names and the count sequence. The children learn to recognize the number of objects in a small set (subitizing) and the children learn the relationship between numbers and quantities. For Fine Motor, the children count caterpillars; Math; Number Bags,</p>

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			<p>Science; Counting Spiders. Week 2 the focus lesson is on Numeration 1-4. The children also learn to compare numbers. The children use counting cards for fine motor. For Math, the children numeral match. On Day 2, the teacher encourages children to match "Flies and Pies" Counting Cards (1-4) with Numerals 1-4. Another activity that helps children develop an understanding of numbers is to have the children stand in a line as everyone counts them. Rearrange the line by having two children sit down and have everyone count the set again (Day 2). Week 3, Numeration 1-5 the outcomes are the same as in Week 1 and Week 2, with one exception, the children begin to write numbers. The teacher displays counting cards and have the children review the similarities and differences between the numeral shapes.</p> <p>In the Math and Science section, the children measure objects by their various attributes using standard and non-standard measurement.</p>
	<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>	<p><b>Yes</b></p>	<p>Math materials and activities adhere to the indicators of quality including children's acquisition and use of language and vocabulary of math, promote conceptual understanding of math content, and promote children's development of perseverance and persistence in solving problems.</p> <p>Theme 7 Week 4 pg. 38 reinforces the Learning outcomes through: ordering sets in sequential order using ordinal numbers having children attempt to recognize the number of objects in a small set. The materials used connect mathematical objects and real-life connections when making sets of objects. The materials include: connecting cubes, frog counters, a calendar, and counting cards (Birthday Candles, Dancing Dolphins, Ducklings, and Frogs). Math vocabulary is reinforced daily using the words fewest, most, order, sequence, and set. The Daily</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Finger plays and rhymes add interest and reinforcement of math skills. On Day 1 the finger play, "When I Was One" is used to demonstrate how numbers increase as one grows older. On Day 2, the teacher creates sets of the children to make sets of 3, 2, and 1. The teacher compares the set with the "most" and the "fewest." The children recite Five Dancing Dolphins to reinforce how sets grow when a number is added. The teacher sequences the rhyme using the corresponding cards to match the numerals in the text. Day 3 encourages the use of connecting cubes to make sets of 3, 2, and 1 with the use of the terms "most" and "fewest." Day 4 creates sets using counting frogs and the use of the rhyme, Swimming Frogs." Day 5 connects ordinal numbers to set of three objects. The teacher lines up children in a "boat" and leads a discussion with who is first, second, and third. Opportunities for independent practice occur on pg. 41 during Math Practice Centers. The Math Center includes frog counters and lily pads to make and order sets. The children order the sets from smallest to largest. Duckling counting cards are provided for children to order from "fewest" to "most." The children can then sequence the sets in reverse.</p> <p>Fine Motor Centers provide children the opportunity to use counting cubes as "passengers" on "barges" (meat trays) to arrange in sets largest to smallest and then reverse. The cubes can be combined and separated to match 1-to-1 correspondence when comparing sets. The meat trays are also used in the Sensory Center when frog counters are used in making sets. The Gross Motor Center encourages children to arrange wave machines largest to smallest.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>4d) Adequate explanatory materials for teachers are provided.</b></p>	<p><b>Yes</b></p>	<p>Adequate explanatory materials are provided for teachers. Clear explicit instructions for implementing the curriculum, learning centers, assessments, and cultural sensitivity are included in the Welcoming Guide. Clear and explicit</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>instructions on how to carry out the weekly lesson are provided in the Teacher's Guides. The Weekly Guides detail what materials the teacher will need for the week, what the teacher should do, what the teacher should say, what needs to be provided, what needs to be displayed, things the teacher should make and do, how to carry out the greeting circle, Literacy Time, Math Time, Math and Science Time, Closing Circle, and what to do to introduce and manage the Practice Centers. Each themed guide has an at a glance page for a quick view of what will be provided for the four weeks in the theme. This consists of the "Word of the Week," Greeting Circle Activities, Morning Message, Moving and Learning Activities, Literacy Read-Alouds and practice centers, Math focus lessons and practice centers, STEAM activities, and the weekly home connection.</p> <p>Awesome Me Teacher Guide pg. 1 outlines the week at a glance. This page is consistent with all themed guides. This allows for ease in preparing the week's materials and plans for, "Things to Do and Make."</p> <p>Each additional page of the Themed Guide represents one portion of the daily schedule for that week. On the left and right margins, there are clearly labeled tabs for learning outcomes, materials to prepare, vocabulary words to use, helpful tips for Dual Language Learners and Special Needs Adaptations, moving and learning tips, recommendations for small group activities, and assessment opportunities beginning in Theme 2 "Me and My Friends."</p>
<p><b>5. ASSESSMENT</b> Materials offer assessment opportunities that accurately and appropriately measure progress.</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>Assessments consistent with the ELDS are provided through a variety of appropriate methods. On pg. 68-69 in the Frog Street Welcome Guide, teachers are guided to assess children in an ongoing, authentic manner and by recording observations and collecting work samples. Printable anecdotal record forms, developmental checklist, and domain base</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>learning is included in the curriculum. In the Welcome Guide on pg. 18 it details the four icons that will indicate the type of assessment one will perform: developmental checklist (checkmark icon), photo opportunity (camera icon), work sample (folder icon), anecdotal observation record. In Theme 2, Week 1, pg. 12, there is a yellow tab titled Assessment. The Assessment states to select three or four children to assess each week using these suggested opportunities. Under Unite the teacher is assessing whether or not the child has a sense of belonging to family, community, and other groups. Under Language and Literacy, the teacher is assessing children on their understanding of narrative structure through storytelling/retelling.</p> <p>There is a domain specific Developmental Checklist available to teachers for observing achievement of developmental milestones. The checklist form allows for up to four reporting/recording periods allowing teachers to track children's progress across time.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>5b) Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</b></p>	<p><b>Yes</b></p>	<p>Assessments consistent with the ELDS are provided through a variety of appropriate methods. Pages 68-69 in the Frog Street Welcome Guide, provides guidance on assessing children in an ongoing manner through observing and recording observations and collecting work samples.</p> <p>Methods to assess children's learning are embedded within the daily schedule. Specific learner outcomes are noted throughout lesson plans found in tabs set one on the right and left margins on the pages. Learner Outcomes are provided throughout the daily schedule during greeting circle, morning message, literacy read-aloud times, math small group, and closing circle. Learner Outcomes are recorded using the Developmental Checklist. For example, Domain 1 includes outcomes for emotional and behavioral</p>

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			self-regulation, cognitive self-regulation (Executive Function), initiative and curiosity, and creativity. Domain 2 consists of relationships with adults, relationships with other children, and sense of identity and belonging. Domain 3 is broken into 3 categories: Language and Communicating, Literacy, and Writing. Language and Communicating assesses the child's attending and understanding, communicating and speaking skills, and vocabulary. Literacy includes phonological awareness, print and alphabet knowledge, and comprehension and text structure. Domain 4 includes Learner Outcomes in Mathematical Development and Scientific Reasoning. Domain 5 includes Gross Motor skills, Fine Motor Skills, health, safety, and nutrition.
<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>There are a wide variety of materials available in different formats to support and enhance learning. The program components consists of a Literature Library in both 34 English titles and 34 Spanish titles, Conscious Discipline Books, E-books, Vocabulary Cards, Photo Activity Cards, Sing and Read Alphabet eStories, Hands-On Card Sets (Sequence Cards, Counting Cards, Matching Cards, &amp; Pattern Cards), Letter Cards, Math Manipulatives (frog counters, connecting cubes, attribute buttons), CD's with Storage Case (Patterns CD, Listening CD, Family Connection CD, Songs for Threes CD, and Planning and Assessment CD), Songs for Threes CD, and Fernando, a plush puppet with house.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><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>Additional/Supplemental materials and activities are suggested that appeal to children's interest in order to deepen motivation, enjoyment and learning. In Theme 2, Week 3, pg. 24, during Calm the children are introduced to a new way to disengage the stress response known as Bunny Breathing. Children see the bunny breathing icon and add it to the Calming Strategies wall display.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>In Theme 2, Week 3, pg. 31 during the outdoor activity it says to take children on a neighborhood walk to look for pets. The Frog Street curriculum incorporates the Puppet Fernando to appeal to the children's interest in order to deepen motivation, enjoyment, and learning. In Theme 2, Week 3, pg. 24 the children practice the absent child ritual with Fernando. On pg. 10 in the Welcoming Guide it says to use Fernando, the puppet every day to send well wishes to absent children and to welcome back children who have been absent from school. Use him to introduce stories, ask questions, and participate in movement activities.</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 checked="" type="checkbox"/> Yes      <input 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>Yes</b></p>	<p>Appropriate suggestions and clear instructions are provided to support the varying needs of children.</p> <p>Accommodations and modifications to activities are found in the left and right margins of the Teacher Guides. The Getting Started guide also has useful information for the teacher to support the needs of all learners. A detailed explanation of Differentiated Instruction is located on pg. 62 of the Teacher Guide. This includes instruction for children with varying cultures, languages, motivation, abilities, interests, and more. The guide emphasizes that the content must meet the child where they are at and the process needs to be adapted for the skill to be mastered at the individual child's ability level. The curriculum also supports the child's exploration and discovery experience over the end product result.</p> <p>The needs of dual language learners are addressed on pg. 63 and it includes the emphasis of teachers using dramatization to teach vocabulary in a meaningful way. The curriculum encourages the use of discussion practice and pictures to provide visual clues.</p> <p>Children with special needs are addressed on pg. 64-66 of the Teacher Guide. The curriculum encourages the classroom teacher to work with the child's family as a contributor of their child's</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>education. The curriculum addresses learners with visual challenges, hearing challenges, cognitive challenges or delays, children with delayed motor development, children with speech or language delays, and children with behavioral, social, or emotional challenges.</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>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>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>Schedule or time for activities for activities are flexible and would allow for adjustments. In the Frog Street Threes Welcome Book, Lesson Planning, pg. 58, it says that activities presented each week can be used in a flexible way to accommodate the teacher’s schedule and the children cared for. The Planning and Assessment CD offers 36 weekly lesson plans and a blank template that allows teachers to customize their plans. Sample Daily Schedules are under the Lesson Planner tab in the portal. The tab gives an example of a Full Day and Half Day Schedule.</p> <p>The Frog Street curriculum provides a variety of activities to extend learning from the classroom into the home. Each theme includes an overview letter for families as well as a PATT (Parents Are Teachers Too) that provides activity suggestions for families to do at home with their children. Monthly letters are available in English and Spanish. In the Theme 1 Awesome Me Letter for Math, parents are instructed on how to play simple guessing games to encourage their children to notice attributes. Parents are also encouraged to engage in positional word practice by having their children follow their directions, such as "to move on" or "beside a chair." For Literacy, parents are told to sing "The Alphabet Song" with their children, and have them become familiar with their names by writing the child's name on a small sign and post it in a visible place, such as a refrigerator. And each time they pass the sign, point to the letters and name them. There's also information for outdoor activities, calming strategies (S.T.A.R.) and STEAM</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Connection such as having the children build a tower with blocks, boxes, or cardboard tubes. Information and activities are also provided to parents to help their children develop fine motor skills, such as making play dough, how to use scissors, sort buttons, fold laundry, or dry silverware. The "Making Math Meaningful" parent letter provides instructions on several activities that can be done at home to help children learn important math skills such as attributes, classification, patterns, one-to-one correspondence, sequencing, and numeration.
<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.			
<b>Compile the results of Sections I and II to make a final decision for the material under review</b>			
<b>I: Non-Negotiables</b>	1. Content Within the Parameters of the Standards	<b>Yes</b>	The curriculum addresses all Domains of the Louisiana Birth to Five Early Learning and Development Standards and contain activities specifically designed to support children's language/literacy and math development.
	2. Appropriateness of Curriculum Materials and Activities	<b>Yes</b>	Materials and activities are culturally sensitive and appropriate, and there are substantial opportunities for frequent and systematic practice of skills provided through balanced teacher-directed and child initiated experiences
	3. Complexity of Curriculum Materials and Activities	<b>Yes</b>	The materials and activities are presented in a logical and coherent progression of complexity over time, in particular for Literacy and Math.
	4. Quality of Curriculum Materials and Activities	<b>Yes</b>	The quality of curriculum materials and activities support children in meeting the Louisiana Birth to Five Early Learning and Development Standards.
	5. Assessment	<b>Yes</b>	Assessments are provided through anecdotal observations, checklists and work samples, and are embedded throughout the activities within the daily schedule in various ways.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>II: Additional Indicators of Quality</b>	6. Implementation Format of Materials and Activities	<b>Yes</b>	The implementation and format of materials/ activities support a variety of learners' interests and abilities through Practice Learning Centers.
	7. Scaffolding and Support	<b>Yes</b>	The Teacher guides detail specifically what materials or things the teacher needs in order to support the varying needs of children. The Teacher Guide and weekly lessons detail what the teacher needs to do in order to scaffold for children with special needs, and support English Language Learners.
	8. Activities/Materials Supporting Parental Participation	<b>Yes</b>	There is a Home School Connection embedded into the Frog Street curriculum that gives explicit instructions for each theme on how to extend learning from the classroom into the home.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier I, Exemplifies quality</u></b>			