

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 PreK**

Age Levels: **Three and Four**

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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. Content Within the Parameters of the Standards (Non-negotiable)	
2. Appropriateness of Curriculum Materials and Activities (Non-negotiable)	
3. Complexity of Curriculum Materials and Activities (Non-negotiable)	
4. Quality of Curriculum Materials and Activities (Non-negotiable)	
5. Assessment (Non-negotiable)	
6. Implementation Format of Materials and Activities	
7. Scaffolding and Support	
8. Activities/Materials Supporting Parental Participation	

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)

To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**² Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criterion 2. Materials must meet **Non-Negotiable** Criteria 1 and 2 for the review to continue to **Non-Negotiable** Criterion 3. Materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to **Non-Negotiable** Criterion 4. Materials must meet **Non-Negotiable** Criteria 1-4 for the review to continue to **Non-Negotiable** Criterion 5. Materials must meet all of the **Non-negotiable** Criteria 1-5 in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue to Section II.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

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.

² **Required Indicators of Superior Quality** are labeled “**Required**” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: TIER 1 AND 2 NON-NEGOTIABLES Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-5. Materials must meet all of the Non-negotiable Criteria 1-5 in order for the review to continue to Section II.			
<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>Required FOR ALL CURRICULUM TYPES (As applicable):</p> <p>1a) A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e., address each of the domains listed below):</p> <ul style="list-style-type: none"> • Approaches to Learning, • Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies, • Language and Literacy Development, • Physical Well-being and Motor Development, and • Social-Emotional Development. 	<p>Yes</p>	<p>A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards.</p> <p>Children experience Approaches to Learning as they participate in Practice Centers and STEAM activities that allow children to explore and acquire new knowledge through physical activities. These activities provide children with the opportunities to think creatively and problem solve, activating standard AL4, which states that students should be able to demonstrate creative thinking when using materials, solving problems, and/or learning new information. In Theme 2, Week 4, Day 1, children express unique ideas and approach the task of making friendship necklaces with imagination and inventiveness using the materials provided within the STEM center. In Theme 6, Week 1, Practice Center, Outdoor Movement, children observe the way in which objects in nature move. The children demonstrate the ability to coordinate sequences of movements that mimic nature while describing what they are doing.</p>

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			<p>Children develop Cognitive Development and General Knowledge through activities in the materials as children learn to understand their world in terms of numbers and shapes. They learn to reason, to connect ideas, and to think logically, activating standard CM2, which states that children should be able to understand basic patterns, concepts, and operations. In Theme 2, Week 3, Day 2, Small Literacy Center for Phonological Awareness, children recognize, copy, and extend a pattern. Teachers ask children to create a sound pattern by tapping two pencils or rhythm sticks. For example, tap the pencils or sticks together two times, pause, repeat, stop. The teacher then asks the children to copy the sound pattern. Together, they continue with simple to more complex patterns. Teachers point out to children that it is their ears that allow them to hear the pattern and their brain that helps them remember the pattern.</p> <p>Children also experience Language and Literacy Development through activities in the materials. Children develop language and literacy skills to establish the foundation for language, reading, and writing. The standard LL2, which states that children should be able to comprehend and use increasingly</p>

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			<p>complex and varied vocabulary, is exemplified in the materials. In Theme 1, Week 1, Day 2, teachers read the book, “What Did Sara Eat?” As the teacher reads aloud, children listen for target words in the read aloud. Children provide a response by naming and describing the unusual things found in Sara Sidney’s lunch, such as kale, blueberries, and broccoli soufflé. Children also demonstrate an understanding of comparing things and use new vocabulary introduced through conversations, activities, and listening to text read-alouds to compare Sara’s lunch with their own.</p> <p>Children experience Physical Well-being and Motor Development by participating in activities for physical fitness and motor skills that foster children’s sound nutritional choices, health/safety practices, and physical activity for optimal learning. This exemplifies PM2 which concentrates on the development of small muscle control and coordination. In Theme 6, Week 1, children participate in the Gross Motor Practice Center. For this activity the teacher makes a 10 to 12 foot straight line on the floor with masking tape. The teacher models moving along the tape line using a movement selected from the “Move and Go” card set. The teacher then shuffles the cards and</p>

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			<p>encourages children to draw a card from the top of the stack and move along the line while maneuvering what is shown on the card.</p> <p>The materials foster healthy social and emotional development in young children, as well. Children are able to develop relationships with others, cooperate with peers and adults, understand others' feelings and perspectives, and maintain some control of their behaviors and emotions through the activities and lessons. The standard SE1 that specifies that children should develop healthy relationships and interactions with peers and adults is in evidence in the materials. In Theme 8, Week 2, Greeting Circle: Brain Smart, teachers model being calm by introducing the Seated Cobra Breathing Strategy. Children are asked to try the seated cobra breathing strategy. This will provide children with a calming technique to relax themselves when they are upset or frustrated.</p>
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) Materials and activities provide supervising adults routines that support health and safety of children.</p>	<p>Yes</p>	<p>Materials and activities provide supervising adults routines that support health and safety of children. The materials provide multiple opportunities and suggestions for establishing systems which teachers can implement for safe practices, routines, and transitions. This includes creating a safe environment for allergy alerts, responsible caregiving,</p>

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			<p>routines and sanitizing and cleaning tips.</p> <p>The “Welcome Guide: Foundations for Implementation” instructs teachers to provide a safe environment for practice centers by providing suggestions for maintaining a safe environment for physical activities. Suggestions include items such as the removal of unnecessary clutter, making sure games, equipment, and materials are in good condition, taping electrical cords to the wall and covering outlets, making sure all areas are readily visible by the teacher, labeling centers and materials with words and pictures at children’s eye level, arranging shelves to create nooks for several centers, and determining how many children can safely interact in each center space.</p> <p>The “Welcome Guide: Foundations for Implementation” also provides suggestions for teachers to implement routines for safe play and the cleaning of centers. Teachers prepare, teach, and model routines using and cleaning centers as new items are introduced. For example, when introducing the Chalk Center, materials provide teachers with the necessary steps to introduce the steps children must follow when accessing the center. For example, “It’s time to add chalk and the step for</p>

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			<p>washing hands. Put on a smock. Place paper on an easel. Write name in the top left corner. Place the paper on the drying rack. Wash hands, hang up the smock or apron.” A poster is also provided for additional support. The addition of this guidance ensures the safety of the children accessing the center.</p> <p>Safety is also emphasized within the materials for allergy alerts. In the Theme 7, Week 1, Day 3, Read Aloud, “Little Ants,” the activity notes for extensions include the opportunity to invite children to make ants on a log. Teachers have children use a plastic knife to cut celery stalks into 3-inch pieces. The teacher will provide a set of four connecting cubes to measure the celery length. Children spread a tablespoon of filling (cream cheese or nut butters) in the celery stalks and top with raisins to represent the ants. There is a note offered for teachers to always check for allergies before serving children food and supervise children carefully even when they are using plastic knives.</p>
	<p>Required FOR ALL CURRICULUM TYPES: 2b) Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children given substantial opportunities to choose interest areas/learning centers and activities within each).</p>	<p>Yes</p>	<p>Materials and activities are provided through both teacher-directed and child-initiated experiences. The “Welcome Guide” provides teachers with pedagogical suggestions for instruction which are then integrated into the weekly lessons. The teacher can</p>

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			<p>integrate the lessons' learning goals into the practice centers for child-initiated play which are open and based on needs and interests that children acquire through the lesson.</p> <p>Purposeful child self-initiated play opportunities are within each theme of the materials and are located in the Practice Centers section of the teacher planning guide. The materials state that "Learning through active exploration and play is an essential part of the Frog Street Pre-K curriculum." Practice Center activities provide children the opportunity to practice the week's learning goals through active play. The materials and guidance for the Practice Centers give children the opportunity to explore their interests, learn cooperatively, and make their own choices as they develop their own personal independence. Center activities allow children to become active participants, leaders, and problem solvers. Practice centers offer children activities that develop decision making and problem solving skills and enhance vocabulary, as well as social interactions amongst peers. Practice centers include the following areas: Construction, Writers Corner, ABC, Creativity Station, Language and Literacy, Fine Motor, Gross Motor, Library and Listening, Pretend and Learn, Science, Technology,</p>

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			<p>and Sensory. Midweek options are also included and provide variation and challenge to the centers.</p> <p>Teacher-directed instruction is included in each theme of the materials as well, and purposeful instruction can be found in the recommended schedule of daily instruction. For example, in the Theme 2, Week 1, ABC Center, teachers are instructed on the materials needed and guidance on preparing the center. For this activity children sort letters by placing letters with only straight lines on one tray and letters with curved lines on another. Then children name the letters they have sorted.</p> <p>In Theme 4, Week 4, Day 2, Fiction or Nonfiction?, the teacher introduces the vocabulary cards, fiction and nonfiction. The teacher defines the words and points out that fiction and nonfiction are opposites. The teacher displays the Fiction or Nonfiction? poster to the class. The teacher reads the criteria for information books and invites children to determine if Opposites is an informational book. The teacher points out that the book includes photographs, teaches readers, and can be read in any order.</p> <p>In Theme 6, children gain a better understanding of numbers by counting,</p>

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			<p>identifying and naming numerals. Teachers are directed to arrange the “Number Tracing” Card Set in numerical order from 0-9. Children use frog counters to trace each numeral by following the directions of the arrows on the card. Once a number is practiced children are encouraged to write the numeral. This process continues for numbers 0 to 9.</p> <p>In Theme 8, the Construction Center activity improves small muscle control and hand-eye coordination while exploring and categorizing living things and the relationship between living things and their environment. For this activity teachers encourage children to build housing for farm animals. Teachers remind children that some animals will need grass to graze on while others will just need a pen and shelter from rain and heat, and some will require fencing. Children then work; when the activity is complete the teacher asks children to, “Tell me about how you arranged the farm animals. Which animals did you fence in? Why did you put the horses here?” These types of questions ensure student comprehension and allow for further instruction when needed.</p>
	<p>Required FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally responsive and representative.</p>	<p>Yes</p>	<p>Materials and activities are included that are culturally responsive and representative. The Welcome Guide: Foundations for Implementation</p>

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			<p>includes a section dedicated to Cultural Responsiveness and Meeting the Needs of Diverse Classrooms. Within the section, the anti-bias approach to teaching is introduced along with tips, strategies, and background knowledge.</p> <p>Materials are provided in English and Spanish for dual language learners. Materials also include different ethnicities and compositional makeup. A guide to these materials can be found in the Welcome Guide. Examples include: Literature Library, Vocabulary Cards, and Photo Card Vocabulary.</p> <p>In Theme 3, teachers of children with special needs are offered guidance for adapting the Gross Motor Center in which children pretend to put out a fire by tossing beanbags on the target and smother the “fire.” According to the teacher’s guide, “For children with visual and physical challenges, be sure the target is a contrasting color to the floor and is large enough for a child to reasonably land a beanbag on it.” The materials are also responsive to children who may have had negative experiences with fire, by adding the note, “Be alert to the responses of children who may have had a frightening experience with fire or for whom the thought of fire produces anxiety.”</p>

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			<p>Diverse needs are also met within the instruction segments of the materials. The materials include Special Needs Adaptations that may be necessary for one child or several children. In the Theme 6, Week 1, Practice Center: Writer’s Corner, a Special Needs Adaptation Box is provided that instructs teachers to provide children with pictures of various movements to serve as a model for their drawings. Teachers are instructed to assist children as needed.</p> <p>In the Theme 6, Week 2, Day 2, Where is Churchill?, a Dual/English Learner Comprehension Check is listed within the lesson. The box provides information for the teacher to use. This box instructs teachers to use photos in this week’s anchor text, Traveling Across the Tundra, to bring meaning to new vocabulary. For example, guidance states, “point to the body of water on the map that represents the Hudson Bay and invite a volunteer to point to the photo of the Hudson Bay on page 4 in Traveling Across the Tundra.”</p>
	<p>Required 2d) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child (i.e. does not typically support practice through the use of worksheets, etc.). Examples of interactive</p>	<p>Yes</p>	<p>Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child.</p>

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	and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, etc.		<p>The Theme 5, Week 1, Day 3, Literacy Small Group shared writing activity allows oral interaction where children contribute to class writing projects and engage in pre-reading/reading activities. The teacher places the first construction sentence strip in a pocket chart and reads the phrase on the strip. The teacher asks a volunteer to choose the construction stages card that matches the words and place it beside the sentence. The teacher encourages children to say the phrase. The teacher then adds each sentence strip (in order) and invites a volunteer to find the matching construction stages card. The teacher explains to children that the exclamation point at the end of the last sentence means the sentence tells something that is exciting. The teacher then invites children to read the words enthusiastically. Students are then able to apply knowledge acquired into the practice centers Construction and Writer's Corner as an extension to the lesson.</p> <p>Theme 1, Week 3, Day 1, children participate in Math Small Groups by observing a Mystery Button Box. Children investigate using a hands-on approach to learning while having interactive engagement during this lesson. The teacher hides an assortment of attribute buttons inside a Feely Box.</p>

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			<p>The teacher then places the box on her lap and shakes it. The teacher prompts children to use their sense of hearing and ask, “Where is this sound coming from?” “How do you know?” “What does it sound like?” The teacher invites one child at a time to reach inside and use their sense of touch to feel one of the mystery items. The teacher encourages children to begin exploring the attribute buttons. During this free exploration, the teacher encourages children to describe what each button looks like. The teacher then displays a sheet of chart paper divided into four columns labeled color, shape, size, and number of holes. The teacher places the attribute cards in the correct column as children identify attributes.</p> <p>In Theme 3, Week 2, Day 3, Read Aloud “Be Kind,” the activity promotes children to be interactive and initiate social interactions. The teacher reads the book “Be Kind” and discusses how the story suggests that the quickest way to be kind is to use someone’s name when we greet them. The teacher asks, “How do you feel when someone calls you by your name?” The teacher models greeting children in the classroom using their name. For example, you might say: “Hi Sasha. How are you today?” The teacher explains that everyone likes to see and hear their name. The story</p>

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			<p>categorizes kind acts into two groups: easy ways and hard ways. The teacher invites children to recall ways to be kind that were named in the story. The teacher asks, "Is that an easy way or a hard way?" The teacher records the ideas on a T-chart. The teacher invites children to brainstorm ways to be kind that are not named in the story. The teacher asks children to decide into which column on the chart they belong.</p>
	<p>Required FOR ALL CURRICULUM TYPES: 2e) Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>	<p>Yes</p>	<p>Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention. The materials provide flexible grouping, including whole group, small group, individual time, and centers, throughout each theme and guidebook.</p> <p>Within the suggested schedule, a whole group arrangement occurs during Greeting Circle, Morning Message, Music and Movement, and Closing Circle. For example, in Theme 9, Week 1, Day 1, the Morning Message, the introduction activity provides whole group instruction. Together, children learn to understand words and multiple meanings. During the activity, the teacher provides children with the vocabulary card "change," defines it, and describes its multiple meanings. Afterwards, the teacher assesses the</p>

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			<p>children by utilizing the three informal assessment tasks: remembering, understanding, and applying.</p> <p>Within the suggested schedule, both Math and Literacy are recommended for small group instruction. Practice centers can also be used for small group interactions. In Theme 4, Week 4, Day 2, children complete “The Right Tool” as a small group activity. In this activity, children are asked to choose the best tools for measuring straight edges. The teacher models how to use a tape measure and then children use sentence strips to measure items with straight edges such as books of different sizes and their desks, as well as other classroom objects.</p> <p>Individualized time provides children with the opportunity to apply skills acquired previously in a lesson. In Theme 8, Week 2, the Literacy Small Group activity “Reptiles,” the teacher leads a guided reading/writing lesson that allows children the opportunity to engage in an individualized activity. After the teacher leads the children through pictures in an anchor text, children are able to respond to the text in their individual journal.</p> <p>Practice Centers provide opportunities for children to become active and</p>

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			<p>independent learners. Practice centers can be either individual or collaborative. Theme 7, Week 3, Flying Critters Science Practice Center encourages children to use materials such as a magnifying glass to explore a honeycomb and observe the insects found on and within it.</p>
<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 3a) Materials and activities optimally support children learning at different developmental stages.</p>	<p>Yes</p>	<p>Materials and activities optimally support children learning at different developmental stages. The materials and activities offer guidance for differentiating instruction for children at various levels of support. Throughout each theme, blue boxes labeled “Differentiate Instruction” provide tips for assisting children at different developmental stages. The down arrow suggests tips for support. The up arrow suggests tips for challenging students.</p> <p>In Theme 2, Week 2, Math Small Groups, Day 1: How Many?, children are asked to focus on quantifying by using terms such as few, more, many, and fewer. To help with struggling children, the materials suggest matching a cube to each object or connecting a cube for each item that needs to be counted. Then, children count the cubes along with the teacher. To help challenge children, the materials suggest that teachers encourage children to count each item needed and then identify each item by name. In Theme 4, Week 1, Literacy Small Group, Day 1: Vocabulary,</p>

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			<p>children are asked to use words to label and describe, use complete sentences, and attempt new vocabulary. For differentiated instruction, the teacher may use pictures and ask questions about the object to help the struggling student understand the concept. To challenge the student, the teacher may invite him to find an object in the classroom, describe it, and then determine if it is living or nonliving.</p> <p>In the Theme 9, Week 3, Day 5, Read Aloud lesson: Taking Responsibility, the teacher reads the book, "We've Got the Whole World in Our Hands," from Frog Street Poems and Rhymes. Children are to understand that the responsibility of caring for earth is in their hands. The teacher explains that it takes everyone to work together to take care of the earth and that the little things are just as helpful as the big. The teacher lists examples and asks children to name one thing they could do to help take care of the earth. The teacher supports children learning at different developmental stages by providing visual choices of how to take care of the earth to children who need extra support and offering children the opportunity to draw a picture of the one they will do to help the earth as an extension activity.</p>

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	<p>Required 3b) Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).</p>	<p>Yes</p>	<p>Materials and activities present a logical and coherent progression of complexity over time. The materials feature small group instruction with the ability to differentiate teaching to meet individual learning needs. Small group lessons are short and focus on a single learning goal that progresses throughout the week and themes with complexity.</p> <p>An example of concepts that build upon each other in a meaningful way can be found in the literacy small group lessons. Each day of the week, a new domain of learning is introduced to the children. They include: vocabulary, phonological awareness, shared writing, guided writing, and alphabet writing. Vocabulary offers opportunities to build and reinforce vocabulary and include the word of the week. It also includes the use of photo cards and photo-supported vocabulary cards. Phonological Awareness allows children to practice auditory skills based on a developmental progress of instruction. The skills students can practice include listening, sentence segmentation, compound words, syllables, rhyming, alliteration, onset-rime, and blending phonemes. Shared Writing provides opportunities for collaboration between the teacher and child to compose, record and read a piece of writing. Guided Writing moves children into the</p>

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			<p>direction of independence by allowing them to compose their own written expression through illustrations, labeling and writing in their own journals. Alphabet knowledge guides children through the progression of learning to recognize the name of upper and lower case letters while also producing the sound each letter represents. A full guide to the Literacy Scope and Sequence in its entirety can be found in the Welcome Guide: Foundations for Implementation.</p> <p>The materials follow a developmental progression when addressing math skills and concepts. For example, in Theme 2, Week 2, students understand quantities from 0-3. In Theme 3, Weeks 3-4, students count objects up to ten. Theme 3, Week 1, students identify and order numerals 0-10. As the lessons progress throughout the themes 3-7, students make sets to 10, rote count to 30, join and separate quantities, and compare quantities. This progression leads students to pre-algebraic understanding in Theme 8 in which students understand one more and one less, five and some more, and then ten and beyond. Students demonstrate number after knowledge without counting, order quantities from least to greatest, count forward and backwards to solve problems involving addition and</p>

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			subtraction, and use 5 and 10 as benchmark numbers to compose and decompose numbers.
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</p> <p>4a) Language and literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> • Regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development, • Frequent use of a repeated-reading approach (i.e., with close repetition) 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, • Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group, • Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by the standard, • Early stages of writing (e.g. form shapes and letter like symbols) using a variety of tools, materials, and surfaces, and • Regular opportunities to communicate through written representation, symbols, and letters. 	<p>Yes</p>	<p>The materials offer language and literacy development supported by developmentally appropriate materials and activities. The materials offer regular read-alouds with narrative and informational text that relate to the nine themes within the program. The read-alouds not only build enjoyment for the children but provide discussion of inferential questions to help express understanding and comprehension. The materials offer phonological awareness activities that provide understanding of different units of sounds and language, such as matching sounds to words, segmenting spoken sentences into words, alliteration, rhyming, and syllables. Early stages of writing using different tools and materials is provided within the materials throughout lessons as well as practice centers. And lastly, opportunities to communicate through written representation, symbols and letters are provided daily through small groups and practice centers.</p> <p>The materials provide two read-alouds daily. The read-alouds not only follow the overall theme of the materials but the weekly theme as well. For example, in Theme 7: Amazing Critters, Week 4:</p>

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			<p>Spiders, Scorpions, and Worms, the read-aloud books provided include: “Spiders, Scorpions, and Worms” and “The Very Busy Spider.” Vocabulary and knowledge are built in relation to the texts and are introduced during the read-alouds. Within Theme 7, Week 2, Day 1: Introduction, children are introduced to the vocabulary word insects. The teacher also pauses and defines words unfamiliar to the children during the read-aloud. After each read-aloud, the teacher allows children to respond to questions from the text.</p> <p>Questions, discussions, and activities within the materials include opportunities for retelling with pictures and/or props, retelling through sequencing, identifying characters, settings and or events, prediction, and asking and answering questions about the story. For example, in Theme 4, Week 1, Day 4: The Great Enormous Rock, children retell the story using props and story scripts. Students also have the opportunity to respond to questions from the read-aloud during this time. In Theme 6, Week 3, Day 3 the teacher reads aloud, “Gram and and the Gift,” and children are asked to identify characters in the story. Afterwards, children sequence the story with the assistance of pictures or independently.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Phonological awareness skills are addressed throughout the materials and activities, such as recognizing matching sounds in words and songs, segmenting spoken sentences, recognizing and producing rhymes, segmenting syllables, alliteration, and identifying initial sounds. In Theme 5, Week 3: Morning Message, Step 1, children focus on alliteration. Children draw out beginning sounds and repeat after the teacher read the words: yuck/yellow. Both words begin with /y/. The teacher then invites children to repeat word pairs. Using previously taught sign language signals, the children will identify if the words begin with the same sound. In Theme 3, Week 1, Literacy Small Group, Day 2: Phonological Awareness, children combine words to make compound words through the compound word chant, which uses right and left hand motions to reinforce the skill.</p> <p>Students also participate in activities involving the early stages of writing using a variety of tools, materials, and surfaces. For example, in Theme 2, the Writer's Corner focus is distinguishing between letters, words, and pictures. Students use markers to write thank you cards to their families. Teachers transcribe children's ideas onto their thank you notes or are encouraged to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>write themselves. Students are encouraged to write their own names.</p> <p>The Writer’s Corner for Theme 5 focuses on writing to communicate ideas. The teacher explains that an architect draws a blueprint of design for a building. The teacher then invites children to draw a blueprint using graphing paper. Students design a house and are encouraged to label the parts of the house.</p> <p>Students also have regular opportunities to communicate through written representation, symbols, and letters. For example, in Theme 9, the Writer’s Corner activity focuses on print directionality. Students are given T-charts and writing tools to “write the room” with words that include the two letters on their chart. The letters used are commonly confused letters like n and u, and b and d.</p>
	<p>Required FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4b) Math materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p>	<p>Yes</p>	<p>Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards. The materials include at least 75% of content devoted to the development of mathematical skills and concepts through the nine themes which include</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>four weeks of learning focused on multiple math domains such as Number Sense, Geometry, Measurement, Data Analysis, and Patterns. Math skills and concepts are presented in a variety of settings including whole groups, small groups, independent stations, practice centers, music and movement, and STEAM activities.</p> <p>Math concepts and skills are integrated into daily routines each week throughout all nine themes. For example, within Theme 4, Week 4: Opposites, children apply mathematical concepts and skills in several different areas each day throughout the week. In the Small Math Group activity, children sort buttons by two attributes. During practice centers, they make two-attribute cube towers. In Music and Movement, they “sound off” in the Opposites songs, by rote-counting.</p> <p>Small group activities in Theme 6 also devote a large majority of time to the development of understanding numbers. In Week 1, Day 1: Digging Through the Digits, students share their favorite numeral move from The Numeral Dance. The teacher introduces the term digit and explains another name for a single numeral from 1 through 9 is a single digit. The teacher then invites the students to arrange</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>numerals vertically on a sentence strip. On Day 2: Teetering Through the Teens, students review numerals 1 through 9 on the sentence strip from Day 1 and then write a red 1 beside each number. The number 2 is written in blue by the zero to represent the number 20. The teacher describes how the numbers have now changed. On Day 3 students engage in “Twisting Through the Thirties” and “Dance the Decades” on Day 4. On Day 5, students review numbers 0-30. The teacher introduces the “1-30 Counting Board.” Children then play Moving on Up by rolling a dot cube and moving a frog counter along the counting board.</p> <p>The materials also provide children with a variety of modalities for the acquisition of mathematical skills and activities. Activities and materials are presented in a variety of different ways that can appeal to differentiated learning styles. These modalities include tactile, auditory, visual and kinesthetic. In Theme 8, Week 1, Small Math Group, Day 1: Five Silly Monkeys, children are provided with visual materials through the use of graphic organizers including charts and illustrations. Within the same week, tactile learners are addressed on Day 2: Staircase Patterns, through the use of connecting cubes used to count objects and subtract from sets 0-5.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Auditory learners are addressed during this lesson as well when the teacher invites the children to sing “Five Silly Monkeys” while reviewing the “one less” pattern. Lastly, kinesthetic learners are addressed on Day 3 of Week 1 when children extend a pattern using chains and hand gestures, arranging them in a “one more” pattern.</p>
	<p>Required 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, and • Promote children’s development of perseverance and persistence in solving problems. 	<p>Yes</p>	<p>Math materials and activities adhere to indicators of quality including promotion of children’s acquisition and use of the language of math, promotion of conceptual understanding, and promotion of perseverance. Mathematical language and vocabulary are introduced in Math Small Groups throughout all themes within the materials and is sequenced by the following progression of development: pre-algebraic, operational, emergent, and informal. These steps reflect the learning phases through which children progress in their attainment of number skills. The materials also set lessons with a five day approach to the learning of a new concept. For example, in Theme 5, Week 1, the Math Small Group focus for the week is learning and analyzing straight-sided shapes. Children will classify quadrilaterals by their angles and their lengths of their sides. Day 1, works on the concepts of the shape with straight sides. Day 2, works on the concepts of parallel lines. Day 3, works</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>on the concept of the parallelogram to the rectangle. Day 4, works on the concept of the rhombus to the square. Day 5, focuses on the concept of “Is it a Square?”</p> <p>Math lessons and activities also develop children’s capacity to recognize, plan, and solve problems in their environment. In the Theme 3, Week 1: Community Workers, STEAM activity, children are asked to recognize cause and effect through the investigation of position and motion of objects. In Day 1: Right and Left, children identify left and right directionality to move Frog-E, a coding frog-shaped robot, across a coding mat. Day 2, allows children to continue working on the left and right concept while learning the commands forward and turn. By the end of the week, children predict how many spaces are needed for Frog-E to move across the mat before testing their hypothesis.</p>
<p>5. ACTIVITIES/MATERIALS SUPPORTING FAMILY PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required FOR ALL CURRICULUM TYPES: 5a) Provides a variety of family engagement activities to extend learning from the classroom into the home.</p>	<p>Yes</p>	<p>The materials provide a variety of family engagement activities to extend learning from the classroom into the home. The Welcome Guide: Foundations for Implementation, offers teachers suggestions, tips, and resources on how to create a learning team with families. For example, each week in the “Getting Started” section of the teacher guide, the weekly letter is identified. During the Closing Circle on Day 1, a prompt is</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>included as a reminder to send home the letter at the beginning of the week. Letters are also available on the Frog Street Portal and come in both English and Spanish languages.</p> <p>The materials provide weekly letters for families to engage their children in conversations that support and enhance learning. The materials are organized into nine four-week themes. Each weekly Family Connections letter explains the theme for the week and includes: the Word of the Week along with its definition and suggestions for using the word at home, four hands-on activities that support classroom learning, a list of additional vocabulary words related to the theme, and a note about the theme that is coming up in the following week. Families can use the overview of each week’s content to provide opportunities for engaging and creative experiences at home. The materials also include 36 digital read-alouds that can be sent home for listening and reading with the family.</p>
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES	Required FOR ALL CURRICULUM TYPES: 6a) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources.	Yes	The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between the teacher resources. Materials provide

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<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>Materials provide guidance and support on how to manage transition time within the day.</p>		<p>guidance and support on how to manage transition time within the day.</p> <p>The materials provide explanatory support for teachers, as well as explicit instructions on daily and instructional routines, learning center set up and routines, lesson and material guidance, scheduling and pacing guides, differentiation strategies and guidance for learning opportunities during transitions. For example, the Welcome Guide: Foundations for Implementation guides for teachers to utilize during the planning and implementation of materials. The guide begins with the Program Components, listing the nine thematic units. The components section also includes the complete Literature Library in the dual language program that includes 156 books, 14 Bilingual Story Folders, 3 Developmental Storybooks, and 3 Video ebooks. Additional features in the Program Components for teachers to utilize include the guide to letter cards, sound cards, photo cards, math manipulatives, Fanny Frog (mascot), Frog-E (basic coding), and the Conscious Discipline manual. The Teacher Guide Tour informs teachers that the first six pages of every weekly theme offer easy-to-read information that sets the teacher up for success. These include guides and information on getting started, practice</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>centers, greeting circle, morning message, music and movement, read-alouds, literacy small groups, math small groups, STEAM, and closing circle. Daily schedules are provided and includes a full day schedule and two half-day options for teachers to use accordingly.</p> <p>The materials provide planning and lesson guidance that help support the instructional process. Strategies and how-tos for utilizing supportive materials are included as well. For example, the Comprehension Read-aloud section offers suggestions for reading comprehension during instruction. Before reading, suggestions include encouraging the children to look at the book cover and predicting what the story is going to be about and introducing and discussing vocabulary. During the reading, suggestions include tracking print with a finger or pointer, reinforcing vocabulary and using facial expressions and voice variation to add excitement to the story. After completing the read-aloud, suggestions include discussing rich words that add interest to the story, reviewing the plot and asking questions that encourage thought and reflection. Another example includes the instructional overview for implementing mathematics during whole group, small group, and centers. For example, suggestions for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>whole group instruction ask the teacher to build interest in the math topic, connect the math to everyday life, and demonstrate mathematical thinking to engage in new learning. During small groups, suggestions include building conceptual knowledge through guided inquiry, practice, and questions. Suggestions for centers include providing the opportunity for individual practice of skills, extending engagement and interest when possible, and applying and connecting mathematics to other domains.</p> <p>The materials provide teacher guidance and support on how to manage transition times. For example, The Welcome Guide: Foundations for Implementation, Practice Centers, provides teachers with center set up ideas, routines, transitional times, and suggestions and strategies for differentiated instruction. It suggests that teachers provide practice sessions to introduce centers and invite children to practice the management system. Then practice transitions you will use to move children into and out of learning centers. This section also provides information on managing center time and providing a safe environment for children.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required FOR ALL CURRICULUM TYPES: 6b) Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.</p>	<p>Yes</p>	<p>Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning. The materials are organized into nine four-week themes. Topics include introduction to school; families; pets; real and make believe; transportation, community workers, construction (e.g., machines, tools, and buildings); places to travel (e.g., amusement parks); habitat, critters (e.g., crawling, hopping, and flying bug), life cycles, and animals (e.g., sea-animals, reptiles, birds, and mammals).</p> <p>Materials and activities continue to support student engagement and deepen understanding of topics and concepts through the weekly theme not only during instruction but also through extension areas such as practice centers, small groups, and STEAM activities. For example, in Theme 3, Week 1, Practice Center: Pretend and Learn, children are asked to persist in a task, use imagination in play, recognize and name numerals 0-9, and connect numbers to quantities. Children are invited to extend what they have learned about community helpers within the practice center. They pretend to be postal office workers and collect, sort, and classify the mail. The Mid-week option for this center provides additional opportunities for children to engage in various work</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			environments such as a hair salon, pet store, and doctor's office. Another example can be found in Theme 4, Week 1, Practice Center: Outdoor Activities, where children go on a scavenger hunt throughout the week while outdoors collecting small items for further examination. These items will then be sorted as living and nonliving things together as a class
<p>7. 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>Required FOR ALL CURRICULUM TYPES:</p> <p>7a) 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>Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods. The Welcome Guide: Foundations for Implementation, Assessment section, gives teachers an overview of the early childhood assessment, the AIM Observational Assessment, the AIM Criterion Referenced Assessment, and portfolios. Teachers are able to observe children's work and performance over time to create a complete record of growth and development. A variety of methods to assess are included in the materials. These various methods include work samples, documented conversations, observations, photographs, anecdotal records, checklists, and audio/video recordings. These carefully-paced opportunities for observation assessment are embedded within instruction.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>For example, assessment opportunities for all sixty Learning Progressions are embedded within the materials. An icon representing the recommended form of documentation for that progressions appears at the point-of-use next to the corresponding activity. Suggestions for assessment opportunities are mentioned throughout the guide as well as in all nine themes. Formative assessments are conducted for the purpose of identifying a child’s strengths and for documenting any concerns in development. For example, in the Theme 5, Week 2, Day 1, Read-Aloud, children respond to the read-aloud book, “Giants Made by People,” by answering comprehension questions both during and after the read-aloud. The teacher monitors children’s learning continually and uses their observations immediately for informing instruction while the instruction is happening.</p> <p>Within each theme, assessment guidance and suggestions are provided within the AIM Assessment Opportunities section listed in the Getting Started section of the Teacher Guide. AIM Assessment opportunities focus on social emotional, language and literacy, cognition and physical growth in Theme 1. For Example, Theme 1, Week 4, Getting Started, Social Emotional assessments for this unit</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>include the Pretend and Learn Practice Center. For this activity children interact with each other using puppets that represent their current feeling or mood. Children are encouraged to choose a different puppet each time they play in the center. The teacher selects 4-5 children to observe each day as they engage at this center. Theme 3, Week 2, assessment in cognition focuses on object counting and is conducted as a small group activity. Language and literacy skills are assessed in both the whole group read-aloud, which includes comprehension and children retelling the story, and the writing center, which encourages children to write their own names.</p>
	<p>Required FOR ALL CURRICULUM TYPES: 7b) Methods to assess children’s learning are ongoing, recurring, and embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	<p>Yes</p>	<p>Methods to assess children’s learning are ongoing, recurring, and embedded throughout activities within the daily schedule. Ongoing assessments include formative assessments, summative assessments, informal assessments, and formal assessments. Opportunities for observation assessment are embedded within instruction to ensure ongoing progress monitoring occurs in a natural setting without disrupting a child’s engagement in the learning process. For example, Theme 9, Week 3, Day 2, Literacy Small Group for Phonological Awareness, a checklist/anecdotal note-taking is used to assess children’s ability to blend spoken phonemes. On-going</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>documentation and reflection occurs within the materials through observation questions embedded in the lessons. For example, Theme 2: My Family and Friends, Week 2: My Relatives, Read-Aloud, Day 1, the teacher documents children’s responses to questions from the read-aloud. The teacher observes these responses before, during, and after the read-aloud. Assessment schedules are included in all nine themes. These schedules can be found at the start of each week. For example, Theme 4, Week 1, Getting Started, AIM Assessment Opportunities list several areas in which a child can be tested in social emotional, language and literacy, cognition, and physical. Assessments ensure the observation and documentation of children’s work and performance over time show a complete record of growth and development.</p>
<p>8. SCAFFOLDING AND SUPPORT</p> <p>Materials and 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>Required FOR ALL CURRICULUM TYPES:</p> <p>8a) Appropriate suggestions and clear instructions are provided to support the varying developmental levels of children (e.g. for dual language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.</p>	<p>Yes</p>	<p>Appropriate suggestions and clear instructions are provided to support the varying developmental levels of children.</p> <p>The “Welcome Guide: Foundations for Implementation” offers a section titled Meeting the Needs of a Diverse Classroom, which provides teachers with background knowledge on cultural responsiveness, language support, and special needs. Within each topic, strategies and suggestions are included to meet the needs of each diverse</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>learner as well as adaptations and modifications. For example, meeting the needs of visually impaired children is addressed in the Special Needs section of the Welcome Guide. When meeting the needs of children with visual impairments, the materials define the term visual impairment for teachers and introduce most common terms such as partially-sighted, low vision, legally blind, and totally blind. Teaching strategies for visual impairments include making visual training part of the everyday schedule in the natural environment and look for ways to change the environment by using lighting and low-vision devices such as magnifying glasses amongst many other strategies and suggestions. This section includes strategies and teaching practices for children with hearing impairments and cognitive challenges.</p> <p>Within each theme, differentiated activities and materials can be found to provide support for dual language learners, children with special needs, and children on varying developmental levels. For example, Theme 8, Week 1, ABC Practice Center, the special needs adaptation suggestion box provides the teacher with the suggestion to ask which lower case matches the uppercase letter or vice versa for children with vision, fine motor, eye-hand coordination, or</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>language challenges. After the child matches the letter, the teacher asks how they are alike or different. This modification supports special needs children in the activity.</p>
	<p>Required FOR ALL CURRICULUM TYPES: 8b) Schedule or time for activities are flexible and allow for adjustments according to children’s needs/interests.</p>	<p>Yes</p>	<p>Schedule or time for activities are flexible and allow for adjustments according to children’s needs/interests. While the Welcome Guide: Foundations for Implementation provides suggested schedules in both full day and half day formats, the teacher has the flexibility to adapt, modify, and adjust routines and schedules based on the needs of the children. Teachers can create customizable daily plans to fit their schedule, preferences, and their children’s needs.</p> <p>The materials provide time for children to take the lead in their learning process while maintaining the overall focus of the lesson. Within the lessons, extension modifications are provided for those children who wish to continue their learning in their own time. For example, Theme 4: Compare and Contrast, Week 1: Living and Nonliving, Read-Aloud, “What’s In A Name?,” the extension modification invites children to think of names they have given to stuffed animals or toys. The teacher challenges children to think about big nonliving things that have names. The teacher displays photo cards (e.g. Taj Mahal,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Mount Kilimanjaro) and explains that these are nonliving things with names.</p> <p>The Welcome Guide: Foundations to Implementation offers suggested Practice Centers, which provide children an opportunity to explore their interests, learn cooperatively, make their own choices, and develop independence. Practice centers provide child-directed free play with a focus on learning outcomes and adult scaffolding. Although the guide offers the suggested Practice Centers such as Construction, Writer’s Corner, ABC, Creativity Station, Fine Motor, Gross Motor, Language and Literacy, Math, Pretend and Learn, Science, Sensory, Library and Listening, and Technology, the teacher can provide alternative or additional centers based on student interest. By offering a classroom environment with practice centers, teachers can match instruction to multiple intelligences, learning styles, and developmental differences.</p>
<p>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.</p>			
<p>Compile the results of Sections I and II to make a final decision for the material under review</p>			
Section	Criteria	Yes/No	Final Justification/Comments
<p>I: Non-negotiables</p>	<p>1. Content Within the Parameters of the Standards</p>	<p>Yes</p>	<p>A large majority of materials and activities provide substantial opportunities and experiences for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			children to meet the Louisiana Birth to Five Early Learning and Development Standards through intentional, instructional, and integrated activities.
	2. Appropriateness of Curriculum Materials & Activities	Yes	The materials provide multiple opportunities and suggestions within the theme guide books for establishing systems which teachers can implement for safe practices, routines, and transitions. This includes creating a safe environment for allergy alerts, responsible caregiving, routines and sanitizing and cleaning tips. The materials provide both teacher led/directed instruction and child-initiated learning experiences. Materials and activities are included that are culturally responsive and representative and support cultural diversity through the instruction, activities, and materials. Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child. Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention. The materials provide flexible grouping, including whole group, small group, individual time, and centers, throughout each theme and guidebook.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3. Complexity of Curriculum Materials & Activities	Yes	Materials and activities optimally support children learning at different developmental stages. The materials and activities offer guidance for differentiating instruction for children at various levels of support. The materials provide a continuum of logical and coherent progression of complexity over time.
	4. Quality of Curriculum Materials & Activities	Yes	The materials offer language and literacy development supported by developmentally appropriate materials and activities. Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards. Math materials and activities adhere to indicators of quality including promotion of children’s acquisition and use of the language of math, promotion of conceptual understanding, and promotion of perseverance.
	5. Activities/Materials Supporting Family Participation	Yes	The materials provide a variety of family engagement activities to extend learning from the classroom into the home and offer resources for encouraging families to become active participants in their child’s learning. The materials provide weekly letters for families to engage their children in conversations that support and enhance learning.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Additional Indicators of Quality	6. Implementation Format of Materials & Activities	Yes	<p>The materials are easy to use and well-organized for both teachers and students. Teacher’s editions are concise and easy to manage with clear connections between the teacher resources. Materials provide guidance and support on how to manage transition time within the day. The materials provide adequate explanatory materials for teachers, as well as explicit instructions on daily and instructional routines, learning center set-up and routines, lesson and material guidance, scheduling and pacing guides, differentiation strategies, and guidance for learning opportunities during transitions. Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.</p>
	7. Assessment	Yes	<p>Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods. Methods to assess children’s learning are ongoing, recurring, and embedded throughout activities within the daily schedule.</p>
	8. Scaffolding and Support	Yes	<p>Appropriate suggestions and clear instructions are provided to support the varying developmental levels of children, while including additional, alternate, or modified activities and materials. Schedule or time for activities are flexible and allow for adjustments</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>according to children’s needs/interests. While the Welcome Guide: Foundations for Implementation provides suggested schedules in both full day and half day formats, the teacher has the flexibility to adapt, modify, and adjust routines and schedules based on the needs of the students.</p>
<p>FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u></p>			

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2020-2021 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in Early Childhood Education.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.