

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: **Connect4Learning Preschool**

Age Levels: **Three and Four**

Publisher: **Kaplan Early Learning Company**

Copyright: **2016**

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 | |

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

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

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

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

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| SECTION I: TIER 1 AND 2 NON-NEGOTIABLES | | | |
| <p>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>FOR ALL 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>There are many activities and materials that address the Louisiana Birth to Five Early Learning and Developmental Standards for ages three to four, with the exception of the domain of physical and motor development.</p> <p>Each unit offers explorations of a topic across a variety of domains. For example, in the Garden Unit (Unit 5), math activities involve measuring plant growth and creating a garden mural from shapes. Science is integrated through exploration of sprouting plants, raising worms, learning about the needs of living things, and learning where food comes from. Literacy is covered through reading informational texts and classic stories about gardens and plants, keeping a science journal about growing radishes, and writing invitations to a garden party. Social-emotional learning is addressed through the concepts of working together and collaborating to grow a garden. For example, a lesson on measuring and recording the growth of bean sprouts addresses a social-emotional objective (learning to work collaboratively to solve a problem), a science objective (learning that living things grow over time), a math objective (learning to directly compare sizes using words such as bigger and longer), and a</p> |

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| | | | <p>literacy objective (using drawing and writing to record information) combine to address social-emotional learning.</p> <p>Approaches to Learning, AL3 and AL4, are included in scripted questioning that is used to scaffold, connect, and stretch children's learning. In Unit 3, the book "Design It! Build It!" is placed in the learning center after it is read to the children. Children are encouraged to use the materials in the center to build structures. As children build, the teacher asks them about the shapes that are really good (or not so good) for building stable structures. They are asked to indicate the attributes of good shapes for building and about the balance and placement of blocks which helps build background knowledge for upcoming lessons.</p> <p>For mathematics, CM, children have opportunities to count forward and backward counting seeds (through rhymes , songs, etc.). In Unit 5, Week 1, Plant and Grow, CM4 is addressed in a variety of math lessons and activities about shapes that progress from identifying (Shapes Match, Unit 2, Week 1, Day 2), naming (Name that Shape, Unit 2, Week 2, Day 2), describing and creating (Make Shapes, Unit 2, Week 2, Day 2) 2D and 3D shapes in Unit 2, and composing and decomposing shapes in</p> |

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| | | | <p>Unit 5 (Unit 5, Week 1, Day 2).</p> <p>For science, CS 1 is addressed through unit projects where children practice inquiry skills through deep engagement with science and math concepts. For example, in Unit 3, How Structures are Built, children explore how objects move and are built which then culminates in a project where students make a set of toys for themselves and another group of children. CS 3 is addressed in Unit 2, Life in the City, where children make connections among people, animals, and plants.</p> <p>In Unit 1, Social Emotional (SE 1) think, pair, share strategies are developed to encourage partner cooperation skills which are used in a variety of settings. For example, Unit 1, Week 5, Day 2, the Connect activity asks, “How Many Did You Hear?” and children open their eyes and think, pair, and share the number of sounds they heard. Children also participate in a small group partner game of How Many? In Unit 2, children create problem solving puppets that are used in social discussions, along with a Solutions Suitcase to facilitate social problem solving.</p> <p>Creative Arts, CC 2 is seen in Unit 1, Week 5, where a classroom color collage is created after reading the book Mouse</p> |

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| | | | <p>Paint. Most units have a culminating project that is created with children's art. CC 3 is seen through numerous opportunities to engage in dramatic play and role playing in descriptions of center activities (e.g., Unit 2, Underwater Adventure).</p> <p>Social Studies, CSS 2 in Unit 6, is seen as children listen to and discuss stories about important people such as Jane Goodall and Sonia Sotomayor.</p> <p>Physical Development is seen through learning labs that are setup to encourage children to write and develop their fine motor skills. For example, in Unit 2, during the writing center, children are encouraged to create invitations, signs, and charts for the culminating project. In Unit 4, during time in the dramatic play center, children are encouraged to make signs for the Museum Gift Shop, write customer receipts, and make name tags.</p> <p>There is some evidence that the curriculum provides a variety of physical experiences that facilitate muscular development and opportunities to practice physical skills which promote gross motor development. For example, students practice traveling skills (e.g., moving purposefully from one place in the room and balancing skills) primarily</p> |

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| | | | <p>through outdoor play experiences. Songs, dance, and movement are also incorporated throughout the Connect4Learning units. Unit 1 Week 1, Day 1, provides a song and movement activity with Parts of Me. In Unit 3, Week 5, students have the opportunity to extend on the finger tracks activity by making wheel tracks with tricycles during outside play time.</p> |
| <p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>FOR ALL CURRICULUM TYPES:</p> <p>2a) 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>The materials and activities provide both teacher-directed and child-initiated experiences. There are examples of full and half day schedules in the teacher’s handbook. The daily schedule indicates a balance of whole and small group blocks, free choice learning centers, and outdoor play activities. The daily routines of Welcome, Read Aloud, Connect, and Fast Focus, are taught in teacher-directed whole group instruction. The Welcome part of the lesson occasionally includes information to share with the children and always includes the direction to sing a welcome song from Appendix A found in the unit manual. The Read-Aloud part of the lesson is an important curriculum-provided activity, as the lessons are carefully designed to support children’s learning and reflect research on effective read-aloud practices. The Connect lessons are typically used to introduce or review concepts and games that will be featured in Small Group. In</p> |

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| | | | <p>Small Group lessons, the teachers provide direct instruction to three or four children while the other children are engaged in the learning centers. Small group lessons include many games and activities which allow opportunities for a teacher and children to work on together. Small Group is also a time for assessment. Fast Focus lessons are short, five to ten minute lessons that reinforce the learning for that day. Materials regularly include two Fast Focus lessons, often featuring math and phonological awareness or alphabet knowledge.</p> <p>Children have a total 105 minutes of child initiated free choice play in learning centers each day, which take place through small group rotations. Learning centers are setup and designed to encourage engagement and facilitate children's learning. For example, in Unit 3 after introducing the emotions collage in Week 1, the teacher will place materials in the art center, and encourage the children to add pictures to the collage throughout the unit as they learn more about emotions. In the Games center, children play, Name That Shape! where they use chart paper and a marker to make and discuss triangles. If they decide that a shape is not a triangle because one of its sides is not straight, it is not closed, or because it</p> |

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| | | | <p>has too many or too few sides, children can fix the shape to make it a triangle. Each week brings a new C4L pre-K game for children to play at the computer or on a multi-touch mobile device. The games reinforce the instruction of the lessons within the unit. In Unit 3, computer games are used to focus on shapes, simple addition, subtraction, and to begin patterning work. A cooperative unit project is set up in the Show What You Know learning center which encourages inquiry, exploration, investigation, creation. For example, in Unit 4, Exploring Museums, as students learn about the artifacts and collections that can be found at museums, and identify and create the exhibits and elements of their own class museum. The class museum can include displays on anything that the children find particularly interesting. Unit 6, Growing a Garden, culminates in the children planning and setting up a garden party and in the lesson, How We've Grown, children direct the learning by revisiting favorite books and activities from the year.</p> |

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| | <p>FOR ALL CURRICULUM TYPES: 2b) 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>Yes</p> | <p>The materials and activities allow substantial opportunities for frequent and systematic practice of skills using interactive and hands-on approaches. At the beginning of each unit, extensive information is provided for the learning lab setup in order to support learning objectives. In addition, learning center activities support the learning concepts and objectives. For example, in Unit 3, the unit focuses on how structures and tools work and on how to make or do things. Children explore the form and function of objects through observations, simple experiments, games, and activities. In particular, they explore how objects move and investigate the shape and uses of each object. Students imagine, design, and create using a variety of hands-on tools. In Unit 3, Dramatic Play, a toy store becomes a toy factory and in later weeks children construct their own toys. In Unit 4, Block Construction Zone, the Shadow Building activity provides an opportunity for students to explore the types of shadows made by blocks. The teacher places a flashlight in the center and models how to use it. In Unit 4, Nature Collection, children collect materials from outdoors during play time or walks. Children collect leaves, fallen branches, stones, and other items representing the environment. The children place these in a box for the</p> |

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| | | | <p>museum display and develop captions to describe their collections (e.g., “rocks” or “leaves”). In Unit 5, Growing a Garden, gardening tools and pots of various sizes are placed in the dry material centers for children to explore and compare height, width, and volume. A seed sprouting experiment is set up in the science center for discovery learning. In Unit 4, Exploring Museums, Week 2, Day 1, children segment the first sound in a word. Children name letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. On Day 4, students blend an onset and rime to produce a word (e.g., using /f/ /ish/ to make /fish/). In Unit 5, Growing our Garden, Week 5, Day 1, students name letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. Students recognize words that begin with the same sound and generate words that begin with the same sound. On Day 4, students play “I Spy” and name letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. Students recognize words that begin with the same sound and generate words that begin with the same sound.</p> |

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| | <p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.</p> | <p>Yes</p> | <p>In the introductory section of Unit 1 (page xi), it is suggested that teachers welcome families and communities into the classroom by labeling objects in children’s home languages, having children make posters about their families and their communities, hanging the posters in the room, and by including books that reflect individual children’s families and communities. In addition, the materials and activities are culturally sensitive.</p> |
| | <p>FOR ALL CURRICULUM TYPES: 2d) 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>The materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention. Examples include, the Welcome and Read-Aloud in Unit 3, Design It! Build It!, where children explore and describe the relationship between form and function in both natural and human-made objects. In the Connect activity, Conrad the Confused Crow and Rectangles, children explore and describe the relationship between form and function in both natural and human-made objects. In the Small Group, Name That Shape! Activity, children distinguish between visually similar nonexamples of familiar 2-D shapes. Children name and describe the attributes of familiar 2-D and 3-D shapes. Children recognize sides as distinct geometric objects and corners as distinct geometric objects. In</p> |

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| | | | <p>the Whole Group activity, Fast Focus, Reading the Alphabet Chart, children name letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. Children have opportunities to distinguish print from pictures and learn that letters represent sounds in language (i.e., the alphabetic principle). In Small Group Math, Triangles, Triangles!, children distinguish similar nonexamples of familiar 2-D shapes and name and describe the attributes of familiar 2-D and 3-D shapes. In Daily Small Group Review and Enrichment, Small Group time is used to complete activities with children who have missed anything and to work with children who need extra support or challenge. As needed, children are given more practice on important skills. The beginning of each unit includes a description of center materials and activities that support practice of information and skills that are addressed during other daily activities such as Whole and Small Group settings.</p> |
| | <p>FOR ALL CURRICULUM TYPES: 2e) Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p> | <p>Yes</p> | <p>The materials and activities are appropriate for the domains and skills they are intended to address. The learning objectives are linked to each daily instructional block (e.g., Welcome, Read-Aloud, Connect, Small Group, and Fast Focus). In Unit 1, Week 2, Day 4, the Fast Focus activity Subitize!, the</p> |

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| | | | <p>objective states that children will quickly recognize the number of objects in small groups (perceptual subitizing). Teachers are directed to, without the children seeing the dot-side of the card, cover a card that has two dots, and show the children the cloth-covered card. Tell them to pretend their eyes and brains are cameras and to get ready to take a picture when you remove the cloth. Remove the cloth and show the dots for two seconds, then cover the dots again. Tell the children that you will say, "Ready, set, go!" and they should use their fingers to show how many they saw. The process is repeated with two- and three-dot cards and with four- and five dot cards as interest allows. The game is placed in a learning center for student practice and engagement during free choice time. In Unit 5 Week 1 Day 1, the letter "Hh" is introduced during Fast Focus. Objectives state that children will make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. Children will recognize words that begin with the same sound. Children will generate words that begin with the same sound. The activity supports all learning objectives.</p> |

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| <p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>FOR ALL CURRICULUM TYPES:</p> <p>3a) Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).</p> | <p>Yes</p> | <p>Math concepts and materials present a logical and coherent progression of complexity through the units over the course of the year. Math concepts begin in Unit 1 with verbal counting and 1 to 1 correspondence in the Get Goldilocks Home activities (Unit 1 Week 4 Day 2). In Units 1 and 2, vocabulary and read-alouds are complex math concepts develop and students count daily. Throughout Units 1 and 2, mathematic concepts increase in complexity and students are challenged. For example, children who have been counting to ten (or the number you have been using with them) are now challenged to count to an even higher number. In Unit 3, Day 2, Connect, the learning block, What Number Now? activity, children learn to subitize and connect counting to simple addition and subtraction. In Unit 3, Connect, Name That Shape!, children distinguish between visually similar non examples of familiar 2-D shapes. Children name and describe the attributes of familiar 2-D and 3-D shapes. Children recognize and describe sides as distinct geometric objects. Phonemic awareness follows the continuum with opportunities in Unit 1 for developing listening skills, alliteration, and recognizing rhyming words in the activity “Willaby Wallaby” (Unit 1, Week 3, Day 1), linking each letter to a sound or sounds that it</p> |

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| | | | <p>typically represents, and linking sounds to specific letters. In Fast Focus (Unit 3, Week 4, Day 2), What Sound Do You Hear?, children segment the first sounds in a word. In Fast Focus (Unit 5, Week 2, Day 2), children also blend two or more phonemes into a word. For example, the child hears “/b/” “/e/” and then responds with “bee.” In Unit 3, Read-Aloud Lesson, Albert’s Alphabet, children identify the sequence in which an event occurs and explain why one step has to happen before the next. Children are provided the opportunity to construct meaning, respond to and apply knowledge from the text that is read aloud.</p> |
| <p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>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 <p>Examples: Using read-aloud materials (books, songs, rhymes, etc.) that make meaningful connections within a topic;</p> | <p>Yes</p> | <p>Language and literacy development is emphasized through resources and activities that support regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic (e.g., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development and frequent use of a repeated-reading approach (i.e., with close repetition) for texts that are read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding.</p> <p>Read-alouds, both informational and</p> |

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| | <p>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 understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p> | | <p>literary texts, are incorporated throughout the curriculum. Each day, the teacher begins with a read-aloud, which pertains to the unit theme. For example, during Unit 5, Week 1 Day 2, “Zinnia’s Flower Garden” by Monica Wellington, is introduced and read during whole group. The directions ask students to listen for all of the things Zinnia has in her garden and all the things she does to help her plants grow. Teachers are told, “Read the story: Ask questions such as, “Why do you think she is being so careful planting seeds in her garden?” Ask them why Zinnia pulls the weeds from her garden. How are weeds different from Zinnia’s plants? Discuss many things seem to be growing in Zinnia’s garden. After reading: Ask them to identify some of the things that Zinnia grows in her garden. Ask the children what Zinnia will use to measure how tall the strong and healthy plants are. Then ask how she would use the ruler.” During learning centers, students are asked to use the text to help identify what will be found in a garden.</p> <p>Rereads occur with at least one text per week. For example, in Unit 5, Week 3 students are read, “Earthworm’s Life” by John Himmelman. During the first read, the read-aloud mapping document states, “Encourage the children to listen to find out how earthworms grow and</p> |

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| | | | <p>how new earthworms are born. Re-read: Turn to pages that describe worms' needs - what they eat, where they live - to find information." During Small Group, the students are reread the story and consult as a resource when describing and learning how to take care of living things." On Day 2 of the week, the text is reread and the read-aloud mapping states, "Encourage the children to express opinions and evaluate data as they vote for their favorite books about growth and change and form and function. Children will hear and have the opportunity to use the words graph, record, and data." Each read is given a purpose.</p> <p>Vocabulary is introduced and repeated throughout the lesson. For example, in Unit 4, Week 3, Day 1, during Connect, it is explained that "They will also learn about how fossils are made! They will be learning and thinking like paleontologists. Explain that paleontologists are scientists who study things that lived long, long ago." The same vocabulary is reviewed in other lessons, as found where the manual states, "Ask the children how scientists who study dinosaurs (paleontologists) know what dinosaurs looked like and how they behaved."</p> |
| | <p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4b) Math materials and activities devote a large majority of</p> | <p>Yes</p> | <p>Within the Math domain, curriculum lessons focus on number sense and</p> |

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| | <p>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>geometry. Children learn math concepts through different modalities such as counting-based finger plays such as Five Green and Speckled Frogs (Unit 1 Week 6 Day 5), reading counting books, and playing counting games. There is a math component taught on a daily basis in Fast Focus or Small Group rotations. Review and enrichment is provided as needed on Day 5. For example, in Unit 5 Week 1 Day 1, during the Fast Focus activity Alice the Farmer, children count forward and backwards by 1's and connect numerals and number words to the quantities they represent. On Day 2, in the activity Disappearing Numbers during small group, children count forward from a number other than one. On Day 3, during Fast Focus, children use counting and simple addition and subtraction in the Finger Counting activity. Unit 3, during the Connect lesson on Measuring Length and Distance, the teacher invites children to predict, measure, and compare as they explore length and distance. Children will hear and have the opportunity to use the words roll, length, and distance. In Unit 4 children learn what a pattern unit is and how to extend it. They also identify, and describe shapes in their environment and use attributes of objects and materials to classify, sort, and compare.</p> |

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| | <p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4c) Math materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> • Promote children’s acquisition and use of the language and vocabulary of math • Promote conceptual understanding of math content • Promote children’s development of perseverance and persistence in solving problems | Yes | <p>Math materials and activities feature vocabulary words to support the children’s understanding of concepts. For example, in Unit 5, Growing a Garden, math vocabulary (add, subtract, height, length, more than, less than, measure, problem, solution) is embedded across domains and in discovery and experimentation activities.</p> |
| | <p>FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided (e.g., explicit instructions on how to use materials or conduct lessons).</p> | Yes | <p>Each week, the unit manuals begin with an overview of the week’s activities, provide the learning objectives for each lesson, and the materials that the teachers will need to have ready for the lessons. Within each lesson, the "At a Glance," "Ahead of Time," and "Notes" sections provide teachers with additional support and guidance for a specific lesson. For example, Unit 5, Connect, Seed Packets, includes all three of these descriptive sections. Teachers can reference the lesson overview and key take-aways for the children. In the "At a Glance Section," teachers are made aware that students will learn about seeds, understand how things grow, and reinforce vocabulary (seed, bean, radish). In "Ahead of Time," teachers can utilize this section in order to know to have specific materials ready to go (e.g., seed-packet cards, radish seed packet, and two plates). Finally, in the "Notes" section, teachers have an alternative posed to use lima beans or</p> |

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| | | | <p>other seeds, as needed, if beans and radish seeds are not readily available in their area. Each lesson includes an explanation and specific instructions to teachers, including the language to reinforce, actions to take, and questions to ask. For example, in Unit 3, Small Group, Shape Walk, teachers are told to gather the children, show them the shapes, and demonstrate the activity. They are also provided with specific language to use such as, "Start by calling out one shape. For example, say, Triangle, and observe whether the children are only stepping on triangles. As the children step on triangles, ask them how they know they are stepping on the correct shape. 'I called out triangle. How do you know you're stepping on the correct shape?' That's right; triangles have three straight sides and three angles." In Unit 4, Welcome, and Read-Aloud, Meet the Dinosaurs, teachers are provided with instructions for introducing the book and questions to ask the children. Specific motions are explained for teachers, "As you read, point to the dinosaur name and slide your finger under the word as you read it. Each page has a label. Point to the label and tell the children that it is called a label. A label helps us understand what we are reading. Show them that the line connects the label to the part of the dinosaur. Take time to look at each</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| <p>5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>FOR ALL CURRICULUM TYPES: 5a) 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>label before turning the page."</p> <p>The formative assessment book provides the rationale and instructions for the ongoing monitoring of children's learning. Assessment is done primarily in small group settings through observational methods. Assessment information is used to help the teacher plan for the next steps, modify, and individualize instruction. Assessment occurs consistently throughout the unit and addresses developmental standards. Checklists are provided for documentation. Math checklists provide trajectory levels to assess. Computer games are used to assess children's math learning. On Day 5 of each week, the content for Small Group and Fast Focus are planned based on weekly assessments.</p> |
| | <p>FOR ALL CURRICULUM TYPES: 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.</p> | <p>Yes</p> | <p>Methods to assess children's learning are embedded throughout activities on a daily basis. Each small group lesson features science, math, or social-emotional learning objectives. The book is organized in chronological order by unit, week, and day.</p> |
| <p>SECTION II: ADDITIONAL INDICATORS OF QUALITY</p> | | | |
| <p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p> <p>Materials and activities reflect a wide range of experiences for</p> | <p>FOR ALL CURRICULUM TYPES: 6a) Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).</p> | <p>Yes</p> | <p>Curriculum is available online and in print. The online portal provides teachers with opportunities to plan their day, track progress, professional development, and engage families. Materials are also available in different</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|------------------------|---|
| skill development. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | | <p>formats. In the Fast Focus (i.e., 5-10 minute lessons suggested to be used during transitions) for Unit 1, Week 6, Day 4, both charts and music are provided, with the instructions to “Point to the alphabet chart and sing the alphabet song with or without the music. Remind the children that the alphabet is made up of different letters that we use to make words. Engage the children in locating specific letters, asking them, which letter goes with the sound we hear at the beginning of (name a picture from the chart).” There is also an online portal that offers professional development to teachers, as well as supports for student progress tracking, and lesson planning tools. The online family portal includes games and updates from their child’s teacher as well as an instructional video. In Unit 1, Week 3, Day 2, students engage in a felt-board story of Goldilocks with the felt pieces found in the C4L Pre-K Kit.</p> |
| | <p>FOR ALL CURRICULUM TYPES: 6b) Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.</p> | <p>Yes</p> | <p>Supplemental materials and activities are suggested which may appeal to children’s interest in order to deepen motivation, enjoyment, and learning. The Connect, Continue the Learning section, is used for learning extensions (e.g., see Unit 4, Week 5, Day 5, “Continue the Learning. In the Construction Zone, encourage the children to see how many items they can stack in a tower”). Songs and</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|------------------------|---|
| | | | <p>fingerplays are included in each unit (see Appendix A: C4L Welcome Songs, “We’re So Glad You’re Here.” Sing to the tune of “Here We Go ‘Round the Mulberry Bush.” Unit 5, Growing our Garden, has multiple centers which provide students the chance to explore plants and gardens through art, books, construction, dramatic play, listening and writing. There are also parts of the lesson, primarily in the Connect section, that enhance student interests. In Unit 5, Day 1, students explore seed packets and the beans inside. In small groups, students then plant the seeds and watch it’s growth over time.</p> |
| <p>7. SCAFFOLDING AND SUPPORT</p> <p>Materials/activities provide all children with opportunities and support to meet the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>FOR ALL CURRICULUM TYPES:</p> <p>7a) 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>Yes</p> | <p>Appropriate suggestions and clear instructions are provided to support the varying needs of children. For example, in Unit 3, Week 6, Day 5, the instructions state, “Use this Small Group time to complete activities with children who have missed anything and to work with children who need extra support or challenge. As needed, give the children more practice in the following content areas: Play Math Magic or What’s Missing? to support the children’s understanding of number order and counting; Reread one of the books from this week’s Read-Alouds. Let the children work on the letter about how to play Block and Roll; Encourage the children to predict and experiment with different items in the Block and Roll</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|----------|---|------------------------|---|
| | | | <p>activity. Play I Spy an Object This Long in order to help the children understand measurement and comparison; and play Emotions Bingo to support the children’s ability to recognize emotions.”</p> <p>Small group lessons provide additional suggestions for students that require more support. For example, in Unit 2, Week 1, Day 3, instructions state, “For children who need extra help, work with them individually or in small groups on reviewing and practicing new solutions. If children need help identifying problems, work with them to identify what each person experiencing the problem wants to do. For example, “What do you want?” “What does she want?” “The problem is that you want to go down the slide first, and she wants to go down it first, too.” Give children exact phrases to use and practice when they ask nicely. For children with limited language, encourage them to use signs or visuals from the Solution Suitcase to resolve conflicts.” In addition, the Teacher’s Handbook includes suggestions for supporting ELL students as well as students with disabilities.</p> |
| | <p>FOR ALL CURRICULUM TYPES: 7b) Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.</p> | <p>Yes</p> | <p>The schedule and time for activities, as provided in the materials, is flexible and allows for adjustments according to children’s needs and interests. Teachers are given the latitude as seen in Unit 2, Week 1, Day 1, where the instructions</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | <p>state, “As time allows, reread the book. Revisit key questions and comments from the original read-aloud. Add additional print referencing such as referring to specific letters in the text and the sounds they represent, pointing to specific words and the spaces that separate them, and pointing to any print in the pictures.” Suggested schedules are included in the Teacher’s Handbook. The directions for schedule changes state, “When schedules must change, explain the changes to the children when you review the day’s activities. For example, ‘We are going to the gym today because it’s too cold and rainy to go outside.’ Consider using a symbol, such as a stop sign, to represent changes, or consider having other schedule cards to represent gym time, assemblies, or other special events.” Teachers are advised in the Handbook, “When children start to lose interest, use a movement activity or end the activity early. Once several children have lost interest, continuing the activity is unproductive.” Instructions in Unit 6, Week 1, Day 2, state, “If time allows, encourage the children to create puzzles using pattern blocks. If they build the puzzle on paper, they can trace around them outline of what they created and then invite others to re-create their puzzles.”</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|--|---|------------------------|--|
| <p>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>FOR ALL CURRICULUM TYPES:</p> <p>8a) Provides a variety of activities to extend learning from the classroom into the home.</p> | <p>Yes</p> | <p>The curriculum provides a variety of activities to extend learning from the classroom into the home. The online portal for families provides games for students to play as well as opportunities for families to read messages and updates from the teacher. The link states, “Engage Families. Invite families to portal, where they may access teacher notes about what the class is learning and see photos of their child’s classroom explorations. Families may also access the online games, which have audio directions and easy playability, to support the curriculum’s math trajectories during out-of-school time.” The Unit 4, Overview, suggests to teachers, “You can hold a family event to share the class museum, or you can set aside a block of time during which to have a museum open house. Schedule the Day at the Museum for the time that works best for you and the children and families.”</p> |
| <p>FINAL EVALUATION:</p> <p><i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-negotiable indicators AND Additional Indicators of Quality.</p> <p><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.</p> <p><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> | | | |
| <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 opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e.,</p> |

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|----------|---|------------------------|---|
| | | | cognitive development, approaches to learning, creative thinking, mathematics, science and social studies). |
| | 2. Appropriateness of Curriculum Materials and Activities | Yes | The materials and activities provide opportunities for frequent practice and skill through both teacher-directed and child-initiated experiences for interactive and hands-on approaches. The materials and activities are appropriate for the domains, and skills are incorporated through a variety of settings that are culturally relevant. |
| | 3. Complexity of Curriculum Materials and Activities | Yes | The materials and activities present a logical and coherent progression of complexity over time. |
| | 4. Quality of Curriculum Materials and Activities | Yes | Language development is emphasized through opportunities for read-alouds and math materials and activities that devote a large majority of time to support the children's understanding of numbers and of the language of math and math content. There are adequate explanatory materials provided for teachers. |
| | 5. Assessment | Yes | The formative assessment book provides the rationale and instructions for ongoing monitoring of children's learning. Assessment is done mainly in small group settings through observational methods. Assessment information is used to help the teacher plan next steps, modify, and individualize instruction. Methods to |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|--|------------------------|--|
| | | | <p>assess children’s learning are embedded throughout activities on a daily basis. Each small group lesson features science, math, or social-emotional learning objectives, and the book is organized in chronological order by unit, week, and day.</p> |
| <p>II: Additional Indicators of Quality</p> | <p>6. Implementation Format of Materials and Activities</p> | <p>Yes</p> | <p>Materials are available in different formats and additional or supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment, and learning.</p> |
| | <p>7. Scaffolding and Support</p> | <p>Yes</p> | <p>Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g., English language learners, children with special needs, etc.). The schedule and time for activities is flexible and allows adjustments according to children’s needs and interests.</p> |
| | <p>8. Activities/Materials Supporting Parental Participation</p> | <p>Yes</p> | <p>The materials provides a variety of activities to extend learning from the classroom into the home through an online portal.</p> |
| <p>FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality</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 [2019-2020 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Ascension, Beauregard, Bossier, Caddo, Calcasieu, Caldwell, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, Jefferson, Jefferson Davis, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Livingston, LSU Lab School, Orleans, Orleans/Lusher Charter School, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, RSD Choice Foundation, St. John the Baptist, St. Charles, St. James, St. Landry, St. Mary, St. Tammany, Tangipahoa, Vermillion, Vernon, West Baton Rouge, West Feliciana, and Zachary. This review represents the work of current classroom teachers with experience in grades K-8.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.