

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: **Early Foundations® Prekindergarten**

Age Levels: **Three and Four**

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

Overall Rating: **Tier III, Not representing quality**

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I: TIER 1 AND 2 NON-NEGOTIABLES</b>			
<p><b>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</b></p> <p>Materials and activities are consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>FOR ALL INTEGRATED CURRICULA:</b></p> <p><b>1a)</b> A large majority of materials and activities provide opportunities and experiences for children to meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> (i.e., appropriate for the children’s developmental level and address each of the domains listed below):</p> <ul style="list-style-type: none"> <li>○ Approaches to Learning,</li> <li>○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies,</li> <li>○ Language and Literacy Development,</li> <li>○ Physical Well-being and Motor Development, and</li> <li>○ Social-Emotional Development.</li> </ul>	<p><b>Yes</b></p>	<p>A large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards.</p> <p>Approaches to Learning:  AL 1 (Engage in play-based learning experiences)  In Unit 17 Learning Centers pg. 5 provides materials, standards, preparation, and a description to create a Vine Jungle in the Dramatic Play center. The children engage in pretend play and take on roles using props. The center provides and encourages the use of props and costumes during pretend play. The teacher elicits advanced language through play using a discussion about wild animals that live in jungles; the teacher invites children to create vines and leaves for the pretend jungle tree. Children use the writing and drawing tools to draw jungle animals on the butcher-paper tree or add leaves to the tree. Children use plastic or artificial plants and greenery and animal-print fabric scraps to create a jungle environment for the toy animals.</p> <p>AL2 (Demonstrate attention, engagement and persistence), Fall Theme Unit 1, Week 1, Page 29. The literacy-building activity on page 29 focuses the children's ability to maintain attention in child-initiated and adult-directed activities despite distractions and interruptions. The children sit in a circle to play an alphabet game. Each child is given an alphabet card. The teacher goes around the circle and invites each child to name the letter on his or her card. When the music begins, the children pass the alphabet letters around the circle. When the music stops, the teacher takes the letter out of the feely box. Whichever child has the match to that letter will identify the letter, get up and sit in the center of</p>

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			<p>the circle. The game continues until all the children are sitting in the center of the circle.</p> <p>Cognitive Development/ General Knowledge:  Creative Thinking and Expression:  CC 1 (Participate in music activities) is evident in the Fall Teacher's Guide Unit 1 Week 2 Wednesday pg. 96 Afternoon Group Time during the "Scarf Dance." Children participate in music and movement activities. The children demonstrate the ability to move creatively, demonstrate increased awareness of how body parts relate to one another and to other objects or people, and how one's movements can be affected by the movements of others, and are aware that others can have different feelings about the same event and may adjust own behavior to accommodate others. The teacher prepares with scarves available for child choice and a CD player with music to dance. The children work in small groups to create their own dances with scarves. The teacher encourages the children think of how they could move their scarves in fun ways, such as forming alphabet letters or shapes with them, or playing follow the leader with their scarves. Encourage children to continue dancing any way they wish for as long as they show interest and time allows.</p> <p>CC2, (Participate in visual arts activities) Winter Theme Unit 7, Week 1, Page 5. In the Art Learning Center on page 9, the children select specific art media to create two and three-dimensional artwork such as maps. The children investigate the environment and experiment with different types of art materials, tools and techniques, such as making different types of lines and shapes to create art that represents people, animals or things. The children create map-grid paintings on graph paper using different lengths of yarn dipped in paint to create the artwork.</p>

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			<p>Mathematics:</p> <p>CM 1 (Understand numbers) is addressed in Unit One, Week Two, Tuesday, pg. 84 during Afternoon Group Time the children gather for a counting activity. Children are shown hand shapes and count the hands. More hand shapes are added and the children count them aloud. Hand shapes are added and removed and children count them. The Teacher's Notes state that as children become more comfortable with counting, ask them to think about how many hand shapes they would have if one more was added. Children can also arrange the hands in order by size or sort them by color.</p> <p>CM2 (Understand basic patterns, concepts and operations), Spring Theme Unit 14, Page 83. The children classify up to five shapes of things found in the sky in order by size, length, and height. The children are given three different sizes of balloons and are asked to arrange them in order from big, to bigger, to biggest. Next, the teacher selects one of the children to choose a shape set and encourages them to increase their sorting and sequencing by arranging the shapes in order by size. Once all of the children have mastered arranging the different shapes of things from the sky by size, encourage them to first sort all of the shapes by the picture, then by size.</p> <p>Science:</p> <p>CS1(Scientific Inquiry), Spring Theme Unit 20, Page 395. In the small group activity, "Totally Absorbed" the children explore cause and effect and explain the process to others. They also learn to use tools for observing, exploring, experimenting, and gathering information. In this activity, the children experiment with water. Each child holds out their hand and uses an eyedropper to drip water into it. The teacher asks them to rub their hands together and tell how it feels. The teacher gives the children a paper</p>

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			<p>towel to dry their hands and asks them how it feels now. The teacher asks them where the water from their hands went, and explains that the word "absorb" mean to soak up. Next, the teacher shows the children two trays. One tray is labeled "Absorbs" and the other tray is labeled "Repels". The teacher explains that the word "repels" means the water stays on top. Then the teacher tells the children they will be testing objects to see whether they absorb or repel water. The teacher shows the children a container of objects and tells them they will predict which objects absorb or repel water. A child chooses an object and places it on a tray. The child uses the eyedropper to drop water onto the object to test whether the water was absorbed into the object or repelled.</p> <p>CS 3 (Life Science) In the Fall Teacher's Guide Unit 5 Week 1 Thursday pg. 161, the children have the opportunity to plant pumpkin seeds during the Small Group Activity. The children first evaluate the seed package to determine what they might be planting. The teacher will supply the children with a cup for each child's seed to be planted in. The teacher will discuss how seeds need potting soil to grow and the children will cover their own seeds with potting soil. The discussion will continue with the plant's needs being sun and water and how the children will care for their seeds that they planted. The children will place the seeds in an area with ample sunlight and use a spray bottle with water to water their plants as needed.</p> <p>Social Studies:  CSS2 (Describe people, events and symbols), Winter Theme Unit 7, Page 65. In the small group activity "Sharing with 2-D Trudy: Where I Live," the group creates a list of things to share with children in another state about where they live. They describe familiar elements of the local</p>

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			<p>community, state or culture where they live. The teacher explains to the children that 2-D Trudy will be visiting another Preschool class in another state, and the children in that class may not know anything about the state that 2-D Trudy is coming from. The teacher writes on top of the chart paper "Where I Live" and asks questions such as "What would you like to tell other children about the town where you live or about our state?" As the children share, the teacher crafts their words into simple sentences. Next the children are provided with construction paper, drawing and writing tools. The children construct pictures of things they would like other children to know about where they live. The teacher tells the children she will compile all of their pictures into a book and send it along with 2-D Trudy.</p> <p>CSS 4 (Awareness of culture and people characteristics) In the Fall Teacher's Guide Unit 2 the Blocks Learning Center addresses and elicits discussions about neighborhoods and various homes that people may live in. Children are supplied toy people, doll house furniture, a doll house, and blocks to create homes and apartment buildings. The children can create a neighborhood by including block construction and dollhouses to create a space for the toy dolls. The teacher observes the structures and may ask open-ended questions about what they are building. The questions provided include, "Are the homes they are building similar to or different from their own homes?, What kinds of neighborhoods do they live in?, and Are there stores or parks nearby?"</p> <p>Language and Literacy Development:  LL 3 (Interest in books and their characteristics) is addressed in Unit 24 Week One, Tuesday, pg. 23 during the Small Group Activity the children demonstrate knowledge of parts of a book and how books are used. Each child receives a book.</p>

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			<p>Children answer the questions, "What do authors do? and What do illustrators do?" Children point to the names of the author and illustrator on the book. The children learn that some books may just have an author; they learn that some books have photographs instead of illustrations.</p> <p>LL 5 (Features of Print) Children's alphabet recognition is advanced through Literacy Building Activities throughout the curriculum. In the Spring Teacher's Guide 2 Unit 20 Week 1 pg. 387, the children participate in the game, Alphabet Lemonade. The teacher prepares the activity using the capital letters: C, F, K, M, O, P, S, U, V, W, X, and Z onto a flannel board. The corresponding lowercase letters are placed inside of a pitcher. The children scoop letters from the pitcher and make matches of capital and lowercase letters.</p> <p>Physical Well-Being and Motor Development: PM1 (Gross motor), Fall Theme Unit 1, Page 83. In the Take It Outdoors activity, "Get Moving: Walk on Letter P's, the objective is to have the children demonstrate balance and coordinate body movements during simple movement activities. The children gather in front of the chalk letter P's and explore moving on the letters in different ways. They walk heel to toe on the letter P. The children describe how they are moving their bodies. Next, the children walk in other ways on the letter P's such as sideways or with "baby" and "giant" steps. The children share how they are moving their bodies.</p> <p>PM 4 (Health/Hygiene) Children develop appropriate health and hygiene skills in the Winter Teacher's Guide Unit 10 Healthy Bodies. In Week 1 the Thursday Small Group Activity pg. 53 includes the use of a Healthy Bodies Memory Game. The teacher will discuss the different activities portrayed on the cards prior to the start</p>

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			<p>of the game and ask thought provoking questions such as, "What is happening in this picture?" and "Why is it important to run and play like this boy is doing?" After exploring the cards for a few minutes, have the children help turn all of the cards face down on the table. To play the game, children take turns turning over two cards to find a match. Use self-talk to describe the healthy actions on the cards as they are turned over.</p> <p>Social-Emotional Development: SE 2 (Positive self-identity/sense of belonging) The children are able to express themselves during Morning Group Time Daily. Also, In the Fall Teacher's Guide Unit 2 Week 2 Wednesday Small Group Activity pg. 208, the children describe their preferences, thoughts, and feelings about fruit salad. The children help in the preparation of a salad with their friends. The teacher elicits discussion with questions such as "What is your favorite type of fruit salad? and What fruits are in your favorite fruit salad?"</p> <p>SE 5 (Regulate attention, impulses and behavior) The curriculum devotes much time to a child's ability to regulate their impulses and behaviors. This is demonstrated during the Spring Teacher's Guide 2 Unit 2 Week 1 Tuesday Afternoon Group Time on pg. 400. The Featured Activity is called Musical Bubbles. The teacher prepares numbered circles from 1-10. The teacher plays music and the children walk about. When the music stops, the children must find a "bubble" to stand on only allowing two children per "bubble." This game assists children in becoming aware of their surroundings and ability to focus on a task.</p>
<p><b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p>	<p><b>FOR ALL CURRICULUM TYPES:</b> <b>2a)</b> Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., child chooses interest areas/learning centers and activities within each).</p>	<p><b>Yes</b></p>	<p>Materials and activities are provided through both teacher-directed and child-initiated experiences. The beginning of the Fall Teacher's Guide 1 consists of a section labeled "Putting it All Together." A suggested plan for a daily schedule</p>



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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>is reflected on pg. 20. The curriculum allows the daily schedule to provide structure in a classroom setting. The schedule balances time for active learning as well as quiet activities, including child-directed learning and small group teacher-led moments. The curriculum supports the use of a visual poster to be posted at all times.</p> <p>The curriculum supports the use of Morning and Afternoon Group Time, Small-Group Activities, Morning and afternoon child-directed learning in learning centers. Outdoor play and activities, Meals and snacks, Rest time, and Arrival and departure activities.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2b)</b> Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, etc.</p>	<p><b>Yes</b></p>	<p>Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches, particularly with language and literacy content.</p> <p>The curriculum supports child-initiated exploration to ensure children's development through play in learning centers. In the "Putting It All Together" portion of the Fall Teacher's Guide 1 on pg. 29-30, the curriculum provides a list of required learning centers to optimize learning through an interactive and hands-on approach. The learning centers include blocks, creative arts, dramatic play, library, math and manipulatives, science and sensory, and writing. The guide continues on pg. 31-32 with a comprehensive suggested materials list.</p> <p>In Fall Teacher's Guide 1 Unit 2 pg. 125, the curriculum connects previous and future learning through interactive approaches. The children use games in the Math and Manipulatives center to reinforce small group activities in previous weeks. The children are encouraged to participate in a game of Home Bingo to sort and classify objects by multiple attributes. The children are comfortable taking on the roles as "caller" and</p>

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			<p>"player" because they have practiced this game during a Monday small group activity.</p> <p>Unit 10, Week One, Monday, pg. 30 during Small Group the students will use scissors, ink pads, letter "I"s from Winter Letter Pack, magazines, writing and drawing tools in order to make a collage of things that begin with the letter "I" on the "I" alphabet. Students will also use the alphabet "I" stamper to stamp the letter "I" on the "I." Each Teacher's Guide lists Suggested Materials for Learning Centers such as mops, dolls, glue, playdough, headphones, toy animals, etc. In Unit 1, Week 2, Wednesday, pg. 91 during Small Group the students make Thumbprint cookies and eat them for a snack.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2c)</b> Materials and activities are included that are culturally sensitive.</p>	<p><b>Yes</b></p>	<p>Materials and activities that are culturally sensitive are included and in particular those relative to the Spanish culture.</p> <p>Throughout the curriculum, Spanish vocabulary is introduced during morning group time.</p> <p>The description of the library center suggests literacy selections that include a variety of cultures and languages inclusive of the communities in which the children live. There are references to culture such as indications that children should always have access to a rich selection of books that address multiple cultures, languages and abilities. For example: Fall Teacher's Guide pg.30 under "Putting It All Together."</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2d)</b> Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>	<p><b>Yes</b></p>	<p>Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p> <p>The curriculum consists of a Morning and Afternoon whole group time that includes a highlighted Materials List box. In Unit 14, Monday, Week 2, pg. 62 the materials list</p>

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			<p>includes chart paper, marker, and the book Splash! Splash! A Book About Rain. On pg. 64 during Small Group the materials list includes Spring journals, cotton balls, craft feathers, masking tape, paper pieces, writing and drawing tools. The children pretend to be wind and blow the cotton balls and feathers as far across the line as possible. Outdoor time also includes a materials list box. Suggested Materials list for Learning Centers are found at the beginning of each unit. For example, in the Fall Teacher's Guide, pgs. 31-32 the materials list includes dress up clothes, eye droppers, puzzles, play money, alphabet stamps, etc. The learning centers included are Blocks, Creative Arts, Dramatic Play, Library, Math and Manipulatives, Science and Sensory, and Writing. Each Teacher's Guide includes a specific Learning Center Materials list. For example, Fall, Unit 3 pgs. 239-245 details what materials should be included to carry out the unit on Pets.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2e)</b> Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	<p><b>Yes</b></p>	<p>Materials and activities are appropriate for the domain and skills they are intended to address. The Winter Teacher's Guide states on pg. 3 that the curriculum focuses on the development of the whole child including activities in 6 domains and content areas: Cognitive Development, Creative Expression; Executive Function; Language &amp; Literacy Development; Physical Development and Wellness; and Social &amp; Emotional Development. The materials and activities in Language and Literacy Development are addressed daily during Literacy Building Activity. In Unit 2, Week One, Wednesday, pg. 156 the materials list includes alphabet cards from Year-Round-Kit, Rhyming cards from the Year-Round Kit, and Word cards from the Fall Kit. The children are shown some cards. If the card begins with the letter A the children stand up. Physical Development and Wellness is addressed daily during Outdoor Activity Time. In Unit 3, Week 2, Monday, pg. 307 the materials list</p>

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			<p>includes hula hoops, small plastic toy animals that walk, toy animal that swims, and a toy animal that flies. The children see hula hoops with the toy animals inside. When the teacher calls out a clue the students move to the hula hoop that they think best fits the clue.</p> <p>Fall Teacher's Guide 1 Unit 1 Week 1 Tuesday pg. 29 consists of a Literacy Building Activity. The activity includes the following materials: alphabet cards, music CD, and feely box all from the year-round kit and a CD player. The standards include: the children's ability to name 5-10 letters of the alphabet out of sequence, a child's ability to enter group play and play cooperatively, and a child's ability to attend to a task. For this activity, the children sit in a circle with the teacher and identify letter names on their alphabet cards. The teacher plays music and then pulls letters from the feely box and the child with the matching letter sits in the center of the circle until the next letter is pulled.</p>
<p><b>3. COMPLEXITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>3a)</b> Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).</p>	<p><b>No</b></p>	<p>Materials and activities do not present a consistent, logical and coherent progression over time.</p> <p>The progression of complexity in read-aloud texts is not evident during weekly lessons and across units. For example, Fall Unit 1, Week 1 Monday the first read of a story, the teacher describes the parts of a book (e.g. author, illustrator, etc.) and asks children to comment on things they see as the book is read and to guess what the book might be about. On Friday of the same week, this is repeated and children are asked to share things they recalled from the book without any further explanation of deeper questioning or conversations about what children learned. This approach is repeated throughout the curriculum with the same objectives, for example in the Spring Manual, Unit 14, Week 1. The teacher dialogue does not often include wh- questions to</p>

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			<p>invoke story predictions as suggested by the activity standards.</p> <p>There is dialogue to introduce words in Spanish (for example "lion/leon" in Unit 17, Week one. There is no other evidence of complexity in vocabulary terms or advanced language to further enrich the read-aloud or other learning experiences.</p> <p>Opportunities to learn math concepts and vocabulary are limited to often to learning center portions of the day or in small group activities which do not occur every day, and the same math skills are not covered throughout the week which would make it difficult for children to build upon these concepts in a meaningful way.</p>
<p><b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</b></p> <p><b>4a) Language and literacy development</b> is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• Regular read alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development</li> <li>• Frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding</li> </ul> <p><b>Examples:</b> Using read-aloud materials (books, songs, rhymes, etc.) that make meaningful connections within a topic; interactive questions addressing the content knowledge provided through materials/activities; phonological awareness using interactive activities; scribble writing and use of letters</p>	<p><b>No</b></p>	<p>Language and literacy development is emphasized through resources and activities that support regular read alouds, however, there is not a frequent use of a repeated reading approach that builds comprehension. The featured book is most often read on Monday and not again until Friday and activities during the second read are related more to the teacher asking children to recall information rather than asking inferential questions.</p> <p>There is a suggested book list.</p> <p>In each unit children are introduced to up to 5 vocabulary words. The vocabulary words are Spanish Vocabulary Words. In Unit Three, Week One, Monday, pg. 253, the curriculum states that if a teacher reads a story including the words dog and cat in it, then the teacher can introduce the word dog and cat in Spanish. The vocabulary is not used to build children's knowledge about a topic nor do students get the meanings of the words introduced to them in Spanish.</p>

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	<p>and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children’s understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p>		
	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b>  <b>4b) Math</b> materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p>	<p><b>Yes</b></p>	<p>Math materials and activities do devote some 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. These experiences are often embedded within other content-focused activities.</p> <p>The development of understanding numbers is found in Daily Morning Group Time/ Morning Routine Activities and Math and Manipulative learning centers, Take it Outdoors, etc. In the Teacher's Guide "Putting It All Together" Tab pg. 23, the curriculum outlines the daily use of the calendar to tell what day it is, but this is limited to having children count the days of the month and identifying numerals. There are opportunities for children to estimate number and practice counting through Investigation Jar activities.</p> <p>The Math and Manipulatives center devote some time to the relationships between numbers and quantities. Winter Teacher's Guide 1 Unit 7 pg. 9 outlines the materials needed to support the math and Manipulatives center for the theme, "My Country." The materials include: containers/ baskets, measuring tape, paper, a scale or balance scale, Three-Dimensional shapes, Two-Dimensional wooden shapes, United States floor puzzle, and writing and drawing tools. The children are encouraged to measure, weigh, and compare different shapes and record their findings on paper. They also explore the floor puzzle using measurement tools.</p>

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	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b>  <b>4c) Math</b> materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> <li>• Promote children’s acquisition and use of the language and vocabulary of math</li> <li>• Promote conceptual understanding of math content</li> <li>• Promote children’s development of perseverance and persistence in solving problems</li> </ul>	<b>No</b>	<p>Materials and activities do not promote children's acquisition and use of the language and vocabulary of math.</p> <p>Opportunities for children to develop conceptual understanding of math content and development of perseverance and persistence in solving problems is limited and evident through math and manipulative centers and small group activities. However, even the small group activities are inconsistent in coverage of the math domains and are not covered on a daily basis. For example, in Spring, Unit 14, Week One, Tuesday presents only a measurement activity for math for the week, and the only opportunity to measure anything is found in measuring the length of a shadow over time.</p> <p>Review of this Indicator does not provide evidence that Math materials and activities promote children's acquisition and use of the language and vocabulary of math due to the limited amount of math activities covered during the weeks.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>4d) Adequate explanatory materials for teachers are provided.</b></p>	<b>Yes</b>	<p>Adequate explanatory materials for teachers are provided.</p> <p>The curriculum includes Teacher's Guides complete with Four Seasonal Manuals, Curriculum Support Materials and Consumables, Assessment tools, and Family Communication Materials. The Teacher Manuals and Guides detail the materials needed to carry out each lesson and activity. The Guides detail what the teacher should ask, say, prepare ahead of time, and observe. The Teacher's Note details suggestions the teacher can do to enhance the lesson. The Teacher's Note sometimes reminds the teacher of what to do. The Teacher's Guide details what materials the teacher needs to put in the centers and how to prepare each center.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>The Curriculum Companion pg. 8-9 consists of an outline of how teachers can understand the Daily Activities. Each learning center activity/ daily activity includes three standards, a materials list, dialogue in colored type, tabs to identify the week number and day of the week, a preparation guide to know what the teacher should do in advance, a description of how to implement the activity, and "Teacher's Notes" (tips for observation and assessment).</p>
<p><b>5. ASSESSMENT</b> Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b> <b>5a)</b> Assessments consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).</p>	<p><b>Yes</b></p>	<p>Assessments are consistent with the Louisiana Birth to Five Early Learning and Development Standards. Assessments are provided through a variety of appropriate methods.</p> <p>Assessment is defined under the "About the Program" Tab pg. 15-16 in each of the Teacher's Guides. The curriculum's Developmental assessments are "tools designed to assist you in observing, recording, and evaluating each child's skills, knowledge, and accomplishments." This provides the teacher with a "snapshot" of a child's growth over time. The Developmental Profile for Preschool is administered 3 times per year (fall, winter, and spring) and assesses the child's cognitive development, creative expression, executive function, language and literacy development, physical development and wellness, and social emotional development. It includes an area for the definition of the child's strengths and next steps, parent's comments, and teacher's comments.</p> <p>The Portfolio Collection inventory identifies evidence of self-concept and social skills, emerging literacy skills, math skills, as well as a section for Dual Language Learners. There is space provided for observation and conference notes as well as checklists for capital and lower-case letter recognition and numeral recognition 0-50.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>5b)</b> Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	<p><b>Yes</b></p>	<p>Method's to assess children's learning are embedded throughout activities.</p> <p>The "About the Program" tab pg. 15-16 in all Teacher's Guides outlines the best practices for observation. This includes observing children in all learning centers and participation in an activity. The teacher should watch and listen carefully to record events that demonstrate new skills a child has acquired. Continual and frequent interactions with children are encouraged to accurately assess skills and development during activities; observe children’s abilities independent from adult assistance. The curriculum supports the teacher asking/ generating questions to clarify points or gather more information. The use of Portfolios accurately supports evidence in whole-group, small group, and featured activities as well as authentic moments in outdoor learning, transitions, and meal time conversations. The portfolio demonstrates what children know and can do, rather than what they don't know or can't do. The curriculum consumables (located in the Curriculum Companion pg. 11-15) includes a portfolio folder used for every child enrolled in the program The "About the Program" Tab pg. 15-16 provides tips for teachers to store the folders in the classroom or center during the child's entire preschool experience. "The portfolio folder includes an inventory of specific skills to be observed and documented over time. Any photographs, anecdotal notes, and work collected should illustrate children’s abilities and be used to show progress over time." The list of items to store include but are not limited to: artwork, photographs of the child working on a specific skill, photographs of the child engaged in classroom activities and child-directed learning, writing samples, dictated stories recorded by the teacher, and notes from observations.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>In Unit 1, Week 1, Monday, pg. 18, during Small Group the children are making All About Me Books. The Teacher's Notes box indicates that while children are creating books, observe how each child holds and maneuvers the writing and drawing tools, as well as, watch their ability to create recognizable shapes and pictures. Place notes in the children's developmental portfolios. During Afternoon Group Time (Whole Group) in Unit 1, Week 2, Tuesday, pg. 84-85, the children count hands on the flannel board. The teacher adds and removes hands for children to count. The Teacher's Note Box states to observe children's counting abilities and listen to determine whether children are rote counting or counting using one to one correspondence. The notes suggest adding any notes that are taken be placed in each child's developmental portfolio.</p>
<b>SECTION II: ADDITIONAL INDICATORS OF QUALITY</b>			
<p><b>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b></p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>6a)</b> Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>6b)</b> Additional/supplemental materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment and learning.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<p><b>7. SCAFFOLDING AND SUPPORT</b></p> <p>Materials/activities provide all children with opportunities and support to meet the standards.</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>7a)</b> Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>7b)</b> Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>8a)</b> Provides a variety of activities to extend learning from the classroom into the home.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL EVALUATION:</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.			
<b>Compile the results of Sections I and II to make a final decision for the material under review</b>			
<b>I: Non-Negotiables</b>	1. Content Within the Parameters of the Standards	<b>Yes</b>	The materials and activities provide numerous opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards.
	2. Appropriateness of Curriculum Materials and Activities	<b>Yes</b>	The curriculum materials and activities are appropriate for the age of the children and incorporated into daily activities over the course of the units.
	3. Complexity of Curriculum Materials and Activities	<b>No</b>	This Indicator does not meet the metrics for the Louisiana Standards because there is very little evidence showing a progression of complexity over time for read-alouds. There is not enough evidence to show that math concept and vocabulary build upon each other in a meaningful way.
	4. Quality of Curriculum Materials and Activities	<b>No</b>	Language and literacy development is emphasized through resources and activities that support regular read alouds, however, there is not a frequent use of a repeated reading approach that builds comprehension.
	5. Assessment	<b>Yes</b>	Assessments are consistent with the Louisiana Birth to Five Early Learning and Development

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Standards. Assessments are provided through a variety of methods and are embedded throughout the activities.
<b>II: Additional Indicators of Quality</b>	6. Implementation Format of Materials and Activities	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	7. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	8. Activities/Materials Supporting Parental Participation	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

Appendix I.

Publisher Response

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

Title: **Early Foundations® Prekindergarten**

Age Levels: **Three and Four**

Publisher: **KinderCare Education, LLC**

Copyright: **2013**

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

Overall Rating: **Tier III, Not representing quality**

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>SECTION I: TIER 1 AND 2 NON-NEGOTIABLES</b>				
<p><b>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</b></p> <p>Materials and activities are consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL INTEGRATED CURRICULA:</b></p> <p><b>1a)</b> A large majority of materials and activities provide opportunities and experiences for children to meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> (i.e., appropriate for the children’s developmental level and address each of the domains listed below):</p> <ul style="list-style-type: none"> <li>○ Approaches to Learning,</li> <li>○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies,</li> <li>○ Language and Literacy Development,</li> <li>○ Physical Well-being and Motor Development, and</li> <li>○ Social-Emotional Development.</li> </ul>	<p><b>Yes</b></p>	<p>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.</p> <p>Approaches to Learning:  AL 1 (Engage in play-based learning experiences)  In Unit 17 Learning Centers pg. 5 provides materials, standards, preparation, and a description to create a Vine Jungle in the Dramatic Play center. The children engage in pretend play and take on roles using props. The center provides and encourages the use of props and costumes during pretend play. The teacher elicits advanced language through play using a discussion about wild animals that live in jungles; the teacher invites children to create vines and leaves for the pretend jungle tree. Children use the writing and drawing tools to draw jungle animals on the butcher-paper tree or add leaves to the tree. Children use plastic or artificial plants and greenery and animal-print fabric scraps to create a jungle environment for the toy animals.</p> <p>AL2 (Demonstrate attention, engagement and persistence), Fall Theme Unit 1, Week 1, Page 29. The literacy-building activity on page 29 focuses the children's ability to maintain attention in child-initiated and adult-directed activities despite distractions and interruptions. The children sit in a circle to play an alphabet game. Each child is given an alphabet card. The teacher goes around the circle and invites each child to name the letter on his or her card. When the music begins, the children pass the alphabet letters around the circle. When the music stops, the teacher takes the letter out of the feely box. Whichever child has the match to that letter will identify the letter, get up and sit in the center of</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>the circle. The game continues until all the children are sitting in the center of the circle.</p> <p>Cognitive Development/ General Knowledge:  Creative Thinking and Expression:  CC 1 (Participate in music activities) is evident in the Fall Teacher's Guide Unit 1 Week 2 Wednesday pg. 96 Afternoon Group Time during the "Scarf Dance." Children participate in music and movement activities. The children demonstrate the ability to move creatively, demonstrate increased awareness of how body parts relate to one another and to other objects or people, and how one's movements can be affected by the movements of others, and are aware that others can have different feelings about the same event and may adjust own behavior to accommodate others. The teacher prepares with scarves available for child choice and a CD player with music to dance. The children work in small groups to create their own dances with scarves. The teacher encourages the children think of how they could move their scarves in fun ways, such as forming alphabet letters or shapes with them, or playing follow the leader with their scarves. Encourage children to continue dancing any way they wish for as long as they show interest and time allows.</p> <p>CC2, (Participate in visual arts activities) Winter Theme Unit 7, Week 1, Page 5. In the Art Learning Center on page 9, the children select specific art media to create two and three-dimensional artwork such as maps. The children investigate the environment and experiment with different types of art materials, tools and techniques, such as making different types of lines and shapes to create art that represents people, animals or things. The children create map-grid paintings on graph paper using different lengths of yarn dipped in paint to create the artwork.</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Mathematics:</p> <p>CM 1 (Understand numbers) is addressed in Unit One, Week Two, Tuesday, pg. 84 during Afternoon Group Time the children gather for a counting activity. Children are shown hand shapes and count the hands. More hand shapes are added and the children count them aloud. Hand shapes are added and removed and children count them. The Teacher's Notes state that as children become more comfortable with counting, ask them to think about how many hand shapes they would have if one more was added. Children can also arrange the hands in order by size or sort them by color.</p> <p>CM2 (Understand basic patterns, concepts and operations), Spring Theme Unit 14, Page 83. The children classify up to five shapes of things found in the sky in order by size, length, and height. The children are given three different sizes of balloons and are asked to arrange them in order from big, to bigger, to biggest. Next, the teacher selects one of the children to choose a shape set and encourages them to increase their sorting and sequencing by arranging the shapes in order by size. Once all of the children have mastered arranging the different shapes of things from the sky by size, encourage them to first sort all of the shapes by the picture, then by size.</p> <p>Science:</p> <p>CS1(Scientific Inquiry), Spring Theme Unit 20, Page 395. In the small group activity, "Totally Absorbed" the children explore cause and effect and explain the process to others. They also learn to use tools for observing, exploring, experimenting, and gathering information. In this activity, the children experiment with water. Each child holds out their hand and uses an eyedropper to drip water into it. The teacher asks them to rub their hands together and tell how it feels. The teacher gives the children a paper</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>towel to dry their hands and asks them how it feels now. The teacher asks them where the water from their hands went, and explains that the word "absorb" mean to soak up. Next, the teacher shows the children two trays. One tray is labeled "Absorbs" and the other tray is labeled "Repels". The teacher explains that the word "repels" means the water stays on top. Then the teacher tells the children they will be testing objects to see whether they absorb or repel water. The teacher shows the children a container of objects and tells them they will predict which objects absorb or repel water. A child chooses an object and places it on a tray. The child uses the eyedropper to drop water onto the object to test whether the water was absorbed into the object or repelled.</p> <p>CS 3 (Life Science) In the Fall Teacher's Guide Unit 5 Week 1 Thursday pg. 161, the children have the opportunity to plant pumpkin seeds during the Small Group Activity. The children first evaluate the seed package to determine what they might be planting. The teacher will supply the children with a cup for each child's seed to be planted in. The teacher will discuss how seeds need potting soil to grow and the children will cover their own seeds with potting soil. The discussion will continue with the plant's needs being sun and water and how the children will care for their seeds that they planted. The children will place the seeds in an area with ample sunlight and use a spray bottle with water to water their plants as needed.</p> <p>Social Studies:  CSS2 (Describe people, events and symbols), Winter Theme Unit 7, Page 65. In the small group activity "Sharing with 2-D Trudy: Where I Live," the group creates a list of things to share with children in another state about where they live. They describe familiar elements of the local</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>community, state or culture where they live. The teacher explains to the children that 2-D Trudy will be visiting another Preschool class in another state, and the children in that class may not know anything about the state that 2-D Trudy is coming from. The teacher writes on top of the chart paper "Where I Live" and asks questions such as "What would you like to tell other children about the town where you live or about our state?" As the children share, the teacher crafts their words into simple sentences. Next the children are provided with construction paper, drawing and writing tools. The children construct pictures of things they would like other children to know about where they live. The teacher tells the children she will compile all of their pictures into a book and send it along with 2-D Trudy.</p> <p>CSS 4 (Awareness of culture and people characteristics) In the Fall Teacher's Guide Unit 2 the Blocks Learning Center addresses and elicits discussions about neighborhoods and various homes that people may live in. Children are supplied toy people, doll house furniture, a doll house, and blocks to create homes and apartment buildings. The children can create a neighborhood by including block construction and dollhouses to create a space for the toy dolls. The teacher observes the structures and may ask open-ended questions about what they are building. The questions provided include, "Are the homes they are building similar to or different from their own homes?, What kinds of neighborhoods do they live in?, and Are there stores or parks nearby?"</p> <p>Language and Literacy Development: LL 3 (Interest in books and their characteristics) is addressed in Unit 24 Week One, Tuesday, pg. 23 during the Small Group Activity the children demonstrate knowledge of parts of a book and how books are used. Each child receives a book.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Children answer the questions, "What do authors do? and What do illustrators do?" Children point to the names of the author and illustrator on the book. The children learn that some books may just have an author; they learn that some books have photographs instead of illustrations.</p> <p>LL 5 (Features of Print) Children's alphabet recognition is advanced through Literacy Building Activities throughout the curriculum. In the Spring Teacher's Guide 2 Unit 20 Week 1 pg. 387, the children participate in the game, Alphabet Lemonade. The teacher prepares the activity using the capital letters: C, F, K, M, O, P, S, U, V, W, X, and Z onto a flannel board. The corresponding lowercase letters are placed inside of a pitcher. The children scoop letters from the pitcher and make matches of capital and lowercase letters.</p> <p>Physical Well-Being and Motor Development: PM1 (Gross motor), Fall Theme Unit 1, Page 83. In the Take It Outdoors activity, "Get Moving: Walk on Letter P's, the objective is to have the children demonstrate balance and coordinate body movements during simple movement activities. The children gather in front of the chalk letter P's and explore moving on the letters in different ways. They walk heel to toe on the letter P. The children describe how they are moving their bodies. Next, the children walk in other ways on the letter P's such as sideways or with "baby" and "giant" steps. The children share how they are moving their bodies.</p> <p>PM 4 (Health/Hygiene) Children develop appropriate health and hygiene skills in the Winter Teacher's Guide Unit 10 Healthy Bodies. In Week 1 the Thursday Small Group Activity pg. 53 includes the use of a Healthy Bodies Memory Game. The teacher will discuss the different activities portrayed on the cards prior to the start</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>of the game and ask thought provoking questions such as, "What is happening in this picture? and Why is it important to run and play like this boy is doing?" After exploring the cards for a few minutes, have the children help turn all of the cards face down on the table. To play the game, children take turns turning over two cards to find a match. Use self-talk to describe the healthy actions on the cards as they are turned over.</p> <p>Social-Emotional Development: SE 2 (Positive self-identity/sense of belonging) The children are able to express themselves during Morning Group Time Daily. Also, In the Fall Teacher's Guide Unit 2 Week 2 Wednesday Small Group Activity pg. 208, the children describe their preferences, thoughts, and feelings about fruit salad. The children help in the preparation of a salad with their friends. The teacher elicits discussion with questions such as "What is your favorite type of fruit salad? and What fruits are in your favorite fruit salad?"</p> <p>SE 5 (Regulate attention, impulses and behavior) The curriculum devotes much time to a child's ability to regulate their impulses and behaviors. This is demonstrated during the Spring Teacher's Guide 2 Unit 2 Week 1 Tuesday Afternoon Group Time on pg. 400. The Featured Activity is called Musical Bubbles. The teacher prepares numbered circles from 1-10. The teacher plays music and the children walk about. When the music stops, the children must find a "bubble" to stand on only allowing two children per "bubble." This game assists children in becoming aware of their surroundings and ability to focus on a task.</p>	
<p><b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p>	<p><b>FOR ALL CURRICULUM TYPES:</b> <b>2a)</b> Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., child chooses interest areas/learning centers and activities within each).</p>	<p><b>Yes</b></p>	<p>Materials and activities are provided through both teacher-directed and child-initiated experiences. The beginning of the Fall Teacher's Guide 1 consists of a section labeled "Putting it All Together." A suggested plan for a daily schedule</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>is reflected on pg. 20. The curriculum allows the daily schedule to provide structure in a classroom setting. The schedule balances time for active learning as well as quiet activities, including child-directed learning and small group teacher-led moments. The curriculum supports the use of a visual poster to be posted at all times.</p> <p>The curriculum supports the use of Morning and Afternoon Group Time, Small-Group Activities, Morning and afternoon child-directed learning in learning centers. Outdoor play and activities, Meals and snacks, Rest time, and Arrival and departure activities.</p>	
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2b)</b> Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, etc.</p>	<p><b>Yes</b></p>	<p>Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches, particularly with language and literacy content.</p> <p>The curriculum supports child-initiated exploration to ensure children’s development through play in learning centers. In the "Putting It All Together" portion of the Fall Teacher's Guide 1 on pg. 29-30, the curriculum provides a list of required learning centers to optimize learning through an interactive and hands-on approach. The learning centers include blocks, creative arts, dramatic play, library, math and manipulatives, science and sensory, and writing. The guide continues on pg. 31-32 with a comprehensive suggested materials list.</p> <p>In Fall Teacher's Guide 1 Unit 2 pg. 125, the curriculum connects previous and future learning through interactive approaches. The children use games in the Math and Manipulatives center to reinforce small group activities in previous weeks. The children are encouraged to participate in a game of Home Bingo to sort and classify objects by multiple attributes. The children are comfortable taking on the roles as "caller" and</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>"player" because they have practiced this game during a Monday small group activity.</p> <p>Unit 10, Week One, Monday, pg. 30 during Small Group the students will use scissors, ink pads, letter "I"s from Winter Letter Pack, magazines, writing and drawing tools in order to make a collage of things that begin with the letter "I" on the "I" alphabet. Students will also use the alphabet "I" stamper to stamp the letter "I" on the "I." Each Teacher's Guide lists Suggested Materials for Learning Centers such as mops, dolls, glue, playdough, headphones, toy animals, etc. In Unit 1, Week 2, Wednesday, pg. 91 during Small Group the students make Thumbprint cookies and eat them for a snack.</p>	
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2c)</b> Materials and activities are included that are culturally sensitive.</p>	<p><b>Yes</b></p>	<p>Materials and activities that are culturally sensitive are included and in particular those relative to the Spanish culture.</p> <p>Throughout the curriculum, Spanish vocabulary is introduced during morning group time.</p> <p>The description of the library center suggests literacy selections that include a variety of cultures and languages inclusive of the communities in which the children live. There are references to culture such as indications that children should always have access to a rich selection of books that address multiple cultures, languages and abilities. For example: Fall Teacher's Guide pg.30 under "Putting It All Together."</p>	
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2d)</b> Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>	<p><b>Yes</b></p>	<p>Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p> <p>The curriculum consists of a Morning and Afternoon whole group time that includes a highlighted Materials List box. In Unit 14, Monday, Week 2, pg. 62 the materials list</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>includes chart paper, marker, and the book Splash! Splash! A Book About Rain. On pg. 64 during Small Group the materials list includes Spring journals, cotton balls, craft feathers, masking tape, paper pieces, writing and drawing tools. The children pretend to be wind and blow the cotton balls and feathers as far across the line as possible. Outdoor time also includes a materials list box. Suggested Materials list for Learning Centers are found at the beginning of each unit. For example, in the Fall Teacher's Guide, pgs. 31-32 the materials list includes dress up clothes, eye droppers, puzzles, play money, alphabet stamps, etc. The learning centers included are Blocks, Creative Arts, Dramatic Play, Library, Math and Manipulatives, Science and Sensory, and Writing. Each Teacher's Guide includes a specific Learning Center Materials list. For example, Fall, Unit 3 pgs. 239-245 details what materials should be included to carry out the unit on Pets.</p>	
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2e)</b> Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	<p><b>Yes</b></p>	<p>Materials and activities are appropriate for the domain and skills they are intended to address. The Winter Teacher's Guide states on pg. 3 that the curriculum focuses on the development of the whole child including activities in 6 domains and content areas: Cognitive Development, Creative Expression; Executive Function; Language &amp; Literacy Development; Physical Development and Wellness; and Social &amp; Emotional Development. The materials and activities in Language and Literacy Development are addressed daily during Literacy Building Activity. In Unit 2, Week One, Wednesday, pg. 156 the materials list includes alphabet cards from Year-Round-Kit, Rhyming cards from the Year-Round Kit, and Word cards from the Fall Kit. The children are shown some cards. If the card begins with the letter A the children stand up. Physical Development and Wellness is addressed daily during Outdoor Activity Time. In Unit 3, Week 2, Monday, pg. 307 the materials list</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>includes hula hoops, small plastic toy animals that walk, toy animal that swims, and a toy animal that flies. The children see hula hoops with the toy animals inside. When the teacher calls out a clue the students move to the hula hoop that they think best fits the clue.</p> <p>Fall Teacher's Guide 1 Unit 1 Week 1 Tuesday pg. 29 consists of a Literacy Building Activity. The activity includes the following materials: alphabet cards, music CD, and feely box all from the year-round kit and a CD player. The standards include: the children's ability to name 5-10 letters of the alphabet out of sequence, a child's ability to enter group play and play cooperatively, and a child's ability to attend to a task. For this activity, the children sit in a circle with the teacher and identify letter names on their alphabet cards. The teacher plays music and then pulls letters from the feely box and the child with the matching letter sits in the center of the circle until the next letter is pulled.</p>	
<p><b>3. COMPLEXITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>3a)</b> Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).</p>	<p><b>No</b></p>	<p>Materials and activities do not present a consistent, logical and coherent progression over time.</p> <p>The progression of complexity in read-aloud texts is not evident during weekly lessons and across units. For example, Fall Unit 1, Week 1 Monday the first read of a story, the teacher describes the parts of a book (e.g. author, illustrator, etc.) and asks children to comment on things they see as the book is read and to guess what the book might be about. On Friday of the same week, this is repeated and children are asked to share things they recalled from the book without any further explanation of deeper questioning or conversations about what children learned. This approach is repeated throughout the curriculum with the same objectives, for example in the Spring Manual, Unit 14, Week 1. The teacher dialogue does not often include "wh-" questions</p>	<p>In the Early Foundations® curriculum, the progression of read-aloud dialogue is based on a seasonal approach rather than a weekly approach. For example, in the fall, the teacher says, "The author is the person who wrote the story." In the winter, the teacher asks, "What do authors do?" and in the spring, he/she asks, "What is the person who writes a book called?" A description of the importance of read-alouds for progressive learning can be found on pg. 13 of the Pre-K Teacher's Guide – Fall.</p> <p>In addition to the two read-aloud experiences written into the curriculum, children also experience daily read-alouds as outlined in the daily schedule. Books highlighted in the read-aloud selections can be related to the theme of the unit or can be books that reflect the children's experiences and interests, and are different from books used during curriculum</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>to evoke story predictions as suggested by the activity standards.</p> <p>There is dialogue to introduce words in Spanish (for example "lion/leon" in Unit 17, Week one. There is no other evidence of complexity in vocabulary terms or advanced language to further enrich the read-aloud or other learning experiences.</p> <p>Opportunities to learn math concepts and vocabulary are limited to often to learning center portions of the day or in small group activities which do not occur every day, and the same math skills are not covered throughout the week which would make it difficult for children to build upon these concepts in a meaningful way.</p>	<p>manual activities for enhanced variety and diversity of topics. Teachers record the books read on the Enhancement Plan for families to see. Enhancement Plans are preprinted curriculum tools intended to help teachers plan and organize additional activities (including any special events) during each two-week unit. Enhancement Plans reflect new and different experiences beyond what is included in the curriculum manuals, and allow teachers the opportunity to customize units in keeping with their interests and areas of expertise, as well as the interests of the children. A Pre-K Enhancement Plan template was included in KinderCare’s original curriculum submission, and the concept behind the Enhancement Plan is described on pg. 40 in the Pre-K Teacher’s Guide – Fall.</p> <p>It is expected that teachers will utilize read-alouds to help children build their vocabulary and provide context for theme-related content learning. After read-alouds, children are encouraged to discuss the book, ask questions about what they wonder about, and to share anything new they have learned from a previous reading. Regarding “wh-” questions, teacher dialogue is provided throughout the curriculum as an example of open-ended questions the teacher can ask before, during, and after read-alouds (for example, Pre-K Winter Manual pgs. 20-21 and pgs. 280-281). However, these examples are only intended to be suggestions; one of the goals of the read-aloud is for the dialogue between children and teachers to be organic and authentic, and based on the interests and inquiries of the children. Teachers are encouraged to allow the conversation to follow a natural course led by the children rather than requiring that the children answer specific, pre-determined questions. After a “serve and return” conversation about the story (in which the teacher shows a genuine interest in each child’s</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>questions and observations and provides thoughtful responses), read-aloud books are placed in the Library Learning Center for children to revisit throughout the unit.</p> <p>Regarding the concern that our curriculum lacks sufficient evidence of complexity in vocabulary terms or advanced language to further enrich the read-aloud or other learning experiences: In addition to opportunities to learn new vocabulary during read-alouds, children are provided additional vocabulary-building activities including weekly sight-word activities, theme-related words added to the Word Wall, and the use of thematic vocabulary in everyday activities. The pre-printed vocabulary cards included on the Word Wall are also used in activities throughout the week and include images of the word on the card to help children identify the word. For example, in Pre-K Summer Manual 1, Unit 21, Staying Safe (pgs. 2-105), the following words are included on the Word Wall: ambulance, paramedic, fire truck, police car, police officer, crosswalk, walk, don't walk, caution, danger, and poison. Many of these words are also used in the recommended book list and suggested read-aloud texts. In addition, children learn more about the words in activities. The words caution, danger, and poison are used in the activity "Stay Away!" (pg. 38) and children are later encouraged to use what they have learned regarding safety to help write a group story. The words paramedic, firefighter, and police officer are used in the activity "Community Helpers" (pgs. 63-64) and again in the activity "Writing about Community Helpers" (pg. 73). This approach to introducing new vocabulary words and then reinforcing their meaning and use throughout the unit can be found in all units for each seasonal manual of our Pre-K curriculum. Please see further details on building children's knowledge about a topic and exploring the meanings of the words in our</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>response to criteria 4a: Language and Literacy Development.</p> <p>Regarding the critique that our curriculum demonstrates little evidence of a progression of complexity over time for read-alouds (showing that math concepts and vocabulary build upon each other in a meaningful way), we would like to point out that throughout the Early Foundations® Pre-K curriculum, children participate in a variety of math-related experiences including specific daily opportunities during Morning Group Time, Math and Manipulatives Learning Center, and Math Small-Group. There are also times when math concepts are integrated into other parts of the day in Literacy Small Group, Take It Outdoors activities, and Afternoon Group Time. Please refer to our responses under 4b and 4c for specific examples of these activities.</p> <p>In addition to activities written with specific math standards in mind, children learn and expand upon math concepts in other activities throughout the day. For example, the Pre-K – Fall Manual 1, Unit 1 (All About Me) activity “High and Low” (pgs. 76-77) does not list the math standard “Uses a wider range of positional words and phrases to describe location, spatial relationships, and directionality”; however, during the activity children learn about the positions “high” and “low” and practice placing their hands high and low as they sing a song. In the Pre-K – Spring Manual 1, Unit 14 (Sky and Weather) activity “Sky-Word Syllables” (pg. 77), for example, children practice counting syllables even though no counting standards are specifically listed in the activity.</p> <p>The progression of math skills in the Early Foundations® programs was designed to increase in complexity and difficulty over the course of the year, with basic concepts related to the skills</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>being introduced in the fall and increasing in difficulty during the winter and again in the spring. For example, in the fall children are asked to copy patterns created by the teacher in the Pre-K – Fall Manual 1, Unit 3 activity “Copycats” (pg. 310); in the winter, children are asked to copy and extend patterns created by the teacher in the Unit 11 activity “Winter Pattern Cards” (Pre-K – Winter Manual 2, pg. 181); and in the spring, children are asked to create their own patterns and copy the patterns created by their peers in the Pre-K – Spring Manual 1, Unit 16 activity “Weather Patterns” (pg. 301). Although the same concept is not always repeated in the same week, the progression of skill development across seasons provides children with multiple opportunities to explore and work toward mastery of a variety of math skills.</p> <p>Depending on the specific math skill, there are times when children may experience the skill multiple times within a week or a two-week unit. For example, in Pre-K – Winter Manual 1, Unit 7, children explore tangrams and participate in multiple activities using tangrams during Math Small Group, the Investigation Jar, the Mystery Box, and Take It Outdoors.</p>
<p><b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</b></p> <p><b>4a) Language and literacy development</b> is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• Regular read alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development</li> <li>• Frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential</li> </ul>	<p><b>No</b></p>	<p>Language and literacy development is emphasized through resources and activities that support regular read alouds, however, there is not a frequent use of a repeated reading approach that builds comprehension. The featured book is most often read on Monday and not again until Friday and activities during the second read are related more to the teacher asking children to recall information rather than asking inferential questions.</p> <p>There is a suggested book list which supports each them, for example: Unit 17 Wild Animals Baby Animals in the Wild by Editors of Kingfisher, Five Little Monkeys Sitting in a Tree by Eileen</p>	<p>Regarding the critique that there is not a frequent use of a repeated reading approach that builds comprehension, we would like to point out that the featured read-aloud book is revisited twice in each unit and that the charting, drawing, and other activities throughout the unit are designed to help build comprehension around the same theme-related vocabulary and concepts that are presented in the featured book. As previously detailed in our response to criteria #3 (Complexity of Curriculum Materials and Activities), in addition to the two read-aloud experiences specifically written into the curriculum, children also experience daily read-alouds as outlined in the daily schedule, with the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>questions and drawing or writing to express understanding</p> <p><b>Examples:</b> Using read-aloud materials (books, songs, rhymes, etc.) that make meaningful connections within a topic; interactive questions addressing the content knowledge provided through materials/activities; phonological awareness using interactive activities; scribble writing and use of letters and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children’s understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p>		<p>Christelow, Friends: True Stories of Extraordinary Animal Friendships by Catherine Thimmesh, Giraffes Can’t Dance by Giles Andreae, In the Wild by David Elliott, National Geographic Kids: Safari by Gail Tuchman, Rumble in the Jungle by Giles Andreae, Taback’s Safari Animals by Simms, Taback The Saggy Baggy Elephant by Kathryn Jackson and Byron Jackson, Way Far Away on a Wild Safari by Jan Peck, and We All Went on Safari: A Counting Journey Through Tanzania by Laurie Krebs. Read-alouds are supported on Monday’s and Friday’s throughout the unit.</p> <p>There are some opportunities for supporting activities related to books read in the class such as: Unit 17 Wild Animals Week 1 integrates the theme throughout activities enriched with theme-related read alouds, literacy building skills, small group activities, Take It Outdoors (outdoor learning time), and featured activities.</p> <p>In each unit children are introduced to up to 5 vocabulary words. The vocabulary words are Spanish Vocabulary Words. The vocabulary words align to the thematic unit and are incorporated into various activities throughout the unit. In Unit Three, Week One, Monday, pg. 253, the curriculum states that if a teacher reads a story including the words dog and cat in it, then the teacher can introduce the word dog and cat in Spanish. The vocabulary is not used to build children’s knowledge about a topic nor do students get the meanings of the words introduced to them in Spanish.</p>	<p>expectation that they will have two read alouds each day. Teachers record the books read on the Enhancement Plan, and during read-alouds children’s vocabulary is enhanced and further context for content learning in relation to the theme is provided.</p> <p>Although our Teacher’s Guides and Educational Excellence Guide provide examples of open-ended questions for teachers to use, one of the goals of the read-aloud is for the dialogue between children and teachers to be natural and responsive. Therefore, teachers are encouraged to allow the conversation to follow a natural course led by the children rather than requiring that the children answer specific, pre-determined questions. After a “serve and return” conversation about the story (in which the teacher shows a genuine interest in each child’s questions and observations and provides thoughtful responses), read-aloud books are placed in the Library Learning Center for children to revisit throughout the unit.</p> <p>Regarding the critique that vocabulary in our curriculum is not used to build children’s knowledge about a topic, nor do students get the meanings of the words introduced to them in Spanish, it is important to note that throughout the Pre-K program children are introduced to a variety of vocabulary words, including sight words, theme-related vocabulary words, and Spanish vocabulary words, in as interactive and dynamic a way as possible. Children are introduced to sight words during the first week of each unit, and are further exposed to the words during activities in which they practice matching sight words, using sight words in a sentence, and identifying the missing sight word in a sentence. For example, the sight words for Unit 1 are the, to, and, he, and a. Children are introduced to the words during Week One, Wednesday’s Literacy</p>

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				<p>Small-Group Activity (Pre-K – Fall Manual 1, pgs. 48-49). During the Closing Routine Activity on Thursday of Week One (pgs. 64-65), children participate in an activity involving sight-word sentences. In the Week Two, Monday, Literacy Small-Group Activity (pg. 86), children determine “Which Sight Word Doesn’t Belong?” and they revisit Sight-Word Sentences during the Thursday Closing Routine Activity (pgs. 123-124). The sight words are also added to the Word Wall and each child is given a set of sight word cards to take home.</p> <p>The Spanish vocabulary introduces children to five Spanish words per unit. The learning of the Spanish words is reinforced with Spanish Activity Book pages to accompany the vocabulary, review activities and, when appropriate, inclusion of the Spanish vocabulary in other activities throughout the unit. For example, in Pre-K – Winter Manuals 1 and 2, Units 9 and 10, children are introduced to the Spanish words for different body parts. During Unit 10, Week One, Tuesday, Morning Group Time (pgs. 29-31), children review the Spanish words for face and hair, and are introduced to the Spanish words for eyes, ears, and nose. Children practice the new words during the Week One, Thursday (pg. 60) and Friday (pgs. 67-68), Literacy Small-Group Activities using the Spanish Activity Books. The Spanish words are also added to the Word Wall, and teachers are encouraged to take advantage of opportunities to reinforce Spanish words and phrases throughout the program.</p> <p>The Word Wall is located in the Writing Learning Center, and includes a variety of words children are introduced to throughout the unit. In addition to sight words and Spanish words, the Word Wall also includes theme-related, pre-printed vocabulary cards that include images of the word on the card to help children identify the word. As</p>

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				<p>previously cited, in Pre-K – Summer Manual 1, Unit 21, the following words are included on the Word Wall: ambulance, paramedic, fire truck, police car, police officer, crosswalk, walk, don't walk, caution, danger, and poison. Many of these words are also used in the titles for the recommended book list and suggested read-alouds. In addition, children learn more about the words in activities. The words caution, danger, and poison are used in the activity "Stay Away!" (pg. 38) and children are later encouraged to use what they have learned regarding safety to help write a group story. The words paramedic, firefighter, and police officer are used in the activity "Community Helpers" (pgs. 63-64) and again in the activity "Writing about Community Helpers" (pg. 73).</p>
	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b>  <b>4b) Math</b> materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p>	<p><b>No</b></p>	<p>Math materials and activities do not 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.</p> <p>The development of understanding numbers is limited to Daily Morning Group Time/ Morning Routine Activities and Math and Manipulative learning centers. In the Teacher's Guide "Putting It All Together" Tab pg. 23, the curriculum outlines the daily use of the calendar to tell what day it is. This is limited to the children counting the days of the month and identifying numerals. There is little evidence of children practicing relationships between numbers and quantities during Afternoon Group Time nor during Small Group Time.</p> <p>The Math and Manipulatives center devote some time to the relationships between numbers and quantities. Winter Teacher's Guide 1 Unit 7 pg. 9 outlines the materials needed to support the math and Manipulatives center for the theme,</p>	<p>As evidenced in the examples below, throughout the Early Foundations® Pre-K curriculum children participate in a variety of math-related experiences including specific daily opportunities during Morning Group Time, Math and Manipulatives Learning Center, and Math Small-Group. There are also times when math concepts are integrated into other parts of the day in Literacy Small Group, Take It Outdoors activities, and Afternoon Group Time. The following examples demonstrate the development of understanding numbers, ways of representing numbers, and relationships between number and quantities from the Pre-K – Winter Manual 1, Unit 7: My Country.</p> <p>Math and Manipulatives Learning Center:  "Measuring Distances" (p. 8)</p> <ul style="list-style-type: none"> <li>• Early learning standard: Demonstrates knowledge of measurement concepts (height, weight, length, and volume)</li> <li>• Early learning standard: Counts using one-to-one correspondence</li> </ul> <p>Afternoon Group Time: "Investigation Jar" (p. 97)</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>"My Country." The materials include: containers/baskets, measuring tape, paper, a scale or balance scale, Three-Dimensional shapes, Two-Dimensional wooden shapes, United States floor puzzle, and writing and drawing tools. The children are encouraged to measure, weigh, and compare different shapes and record their findings on paper. They also explore the floor puzzle using measurement tools.</p>	<ul style="list-style-type: none"> <li>• ELS: Counts using one-to-one correspondence up to ten and beyond</li> </ul> <p>Math Small-Group Activity: "Flag Math" (p. 102)</p> <ul style="list-style-type: none"> <li>• ELS: Counts using one-to-one correspondence up to ten and beyond</li> <li>• ELS: Recognizes, extends, copies, and creates simple patterns</li> </ul> <p>Literacy Small-Group Activity: "¡Numeros! ¡Numeros! Board Game" (p. 106)</p> <ul style="list-style-type: none"> <li>• ELS: Connects number words and numerals to the quantities they represent, up to 20</li> <li>• ELS: Counts using one-to-one correspondence up to ten and beyond</li> </ul> <p>Take It Outdoors: "Measuring Distance" (p. 126)</p> <ul style="list-style-type: none"> <li>• ELS: Demonstrates knowledge of measurement concepts (height, weight, length, and volume)</li> <li>• ELS: Counts using one-to-one correspondence up to ten and beyond</li> <li>• ELS: Continues to learn and extend number names</li> </ul> <p>While we appreciate that the Louisiana Birth to Five Early Learning and Development Standards require materials and activities to devote 75% or more time to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, the Pre-K standards within the mathematics content area (found within the broader domain of Cognitive Development for Early Foundations® curriculum) are divided into four subdomains. The intent of this approach is to present children with equally apportioned opportunities to learn about and explore the following foundational mathematics concepts:</p> <ul style="list-style-type: none"> <li>• Number and Operations (cardinality, verbal counting, one-to-one correspondence, number recognition, simple addition and subtraction, patterning)</li> </ul>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<ul style="list-style-type: none"> <li>• Measurement (height, weight, length, volume, seriation)</li> <li>• Geometry and Spatial Relationships (two- and three-dimensional shapes and their attributes, positional words and phrases)</li> <li>• Data Analysis (similarities and differences, sorting and classifying)</li> </ul> <p>KinderCare Education strongly believes that developing a solid mathematical foundation is essential for young children. Starting at a young age, children are already building their beliefs about what mathematics is and what it means to know and do mathematics, as well as their beliefs about themselves as mathematics learners. Not surprisingly, these beliefs influence their thinking about, performance in, and attitudes toward mathematics and whether they study mathematics in their later years (Pre-K Teacher’s Guide – Fall, pg. 13). Therefore, our mathematics curriculum is intended to introduce and explore a variety of foundational mathematic concepts, skills, and applications for a well-rounded and comprehensive math education.</p>
	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b>  <b>4c) Math</b> materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> <li>• Promote children’s acquisition and use of the language and vocabulary of math</li> <li>• Promote conceptual understanding of math content</li> <li>• Promote children’s development of perseverance and persistence in solving problems</li> </ul>	<b>No</b>	<p>Materials and activities do not promote children's acquisition and use of the language and vocabulary of math.</p> <p>Opportunities for children to develop conceptual understanding of math content and development of perseverance and persistence in solving problems is limited and evident through math and manipulative centers and small group activities. However, even the small group activities are inconsistent in coverage of the math domains and are not covered on a daily basis. For example, in Spring, Unit 14, Week One, Tuesday presents only a measurement activity for math for the week, and the only opportunity to measure anything is found in measuring the length of a shadow over time.</p>	<p>Regarding the critique that our curriculum is inconsistent in coverage of math domains and that mathematical concepts are not covered on a daily basis, we would like to point out that throughout the Early Foundations® Pre-K curriculum children participate in a variety of math-related experiences including specific daily opportunities during Morning Group Time, Math and Manipulatives Learning Center, and Math Small-Group. There are also times when math concepts are integrated into other parts of the day in Literacy Small Group, Take It Outdoors activities, and Afternoon Group Time.</p> <p>For example, children learn and expand upon math concepts in many activities throughout the day. As previously detailed in our response to criteria #3, the Pre-K – Fall Manual 1, Unit 1 (All</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Review of this Indicator does not provide evidence that Math materials and activities promote children's acquisition and use of the language and vocabulary of math due to the limited amount of math activities covered during the weeks.</p>	<p>About Me) activity “High and Low” (pgs. 76-77) does not list the math standard “Uses a wider range of positional words and phrases to describe location, spatial relationships, and directionality”; however, during the activity children learn about the positions “high” and “low” and practice placing their hands high and low as they sing a song. In the Pre-K – Spring Manual 1, Unit 14 (Sky and Weather) activity “Sky-Word Syllables” (pg. 77), for example, children practice counting syllables even though no counting standards are specifically listed in the activity.</p> <p>Depending on the specific math skill, there are times when children may experience the skill multiple times within a week or a two-week unit. For example, in Pre-K – Winter Manual 1, Unit 7, children explore tangrams and participate in multiple activities using tangrams during Math Small Group, the Investigation Jar, the Mystery Box, and Take It Outdoors. Examples of math concepts that are integrated into daily activities (from Winter Manual 1, Unit Seven, My Country) include:</p> <p>Afternoon Group Time: “Investigation Jar” (p. 29)</p> <ul style="list-style-type: none"> <li>•Early learning standard: Identifies and names two-dimensional and some three-dimensional shapes</li> </ul> <p>Math Small-Group Activity: “Classroom Maps” (p. 46)</p> <ul style="list-style-type: none"> <li>•ELS: Uses a wider range of positional words and phrases to describe location, spatial relationships, and directionality</li> </ul> <p>Morning Group Time: “What’s the Weather Outdoors?” (p. 112)</p> <ul style="list-style-type: none"> <li>•ELS: Identifies numerals</li> </ul> <p>Math Small-Group Activity: “Counting Things on a Map” (p. 116)</p> <ul style="list-style-type: none"> <li>•ELS: Counts using one-to-one correspondence up to ten and beyond</li> </ul> <p>Take It Outdoors: “Estimating Distance” (p. 125)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<ul style="list-style-type: none"> <li>•ELS: Demonstrates knowledge of measurement concepts (height, weight, length, and volume)</li> <li>•ELS: Connects number words and numerals to the quantities they represent, up to 20</li> </ul> <p>In addition, in the Early Foundations® Pre-K curriculum children create and use their own math journals throughout the year (as described in the Pre-K Teacher’s Guide – Fall, pgs. 14-15 and in the Pre-K – Fall Manual 1, Unit 1 Math Small-Group Activity “Making Math Journals,” pgs. 37-38). The purpose of the math journals is for children to document their experiences during math activities. Children are encouraged to write in their math journals on multiple occasions each week. Also, children practice writing number names and the names of shapes. They also use their journals to document important math concepts such as patterning and matching. Math journals also provide teachers with a record of a child’s writing progress and accomplishments in math skills and concepts throughout the course of the season and year. An example of using the math journal to promote children's acquisition and use of the language and vocabulary of math includes the Math Small-Group Activity “Numbers and Quantities” in Unit 1 of the Pre-K – Fall Manual 1 on pg. 83.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>4d) Adequate explanatory materials for teachers are provided.</b></p>	<p><b>Yes</b></p>	<p>Adequate explanatory materials for teachers are provided.</p> <p>The curriculum includes Teacher's Guides complete with Four Seasonal Manuals, Curriculum Support Materials and Consumables, Assessment tools, and Family Communication Materials. The Teacher Manuals and Guides detail the materials needed to carry out each lesson and activity. The Guides detail what the teacher should ask, say, prepare ahead of time, and observe. The Teacher's Note details suggestions the teacher can do to enhance the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>lesson. The Teacher's Note sometimes reminds the teacher of what to do. The Teacher's Guide details what materials the teacher needs to put in the centers and how to prepare each center.</p> <p>The Curriculum Companion pg. 8-9 consists of an outline of how teachers can understand the Daily Activities. Each learning center activity/ daily activity includes three standards, a materials list, dialogue in colored type, tabs to identify the week number and day of the week, a preparation guide to know what the teacher should do in advance, a description of how to implement the activity, and "Teacher's Notes" (tips for observation and assessment).</p>	
<p><b>5. ASSESSMENT</b> Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b> <b>5a)</b> Assessments consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).</p>	<p><b>Yes</b></p>	<p>Assessments are consistent with the Louisiana Birth to Five Early Learning and Development Standards. Assessments are provided through a variety of appropriate methods.</p> <p>Assessment is defined under the "About the Program" Tab pg. 15-16 in each of the Teacher's Guides. The curriculum's Developmental assessments are "tools designed to assist you in observing, recording, and evaluating each child's skills, knowledge, and accomplishments." This provides the teacher with a "snapshot" of a child's growth over time. The Developmental Profile for Preschool is administered 3 times per year (fall, winter, and spring) and assesses the child's cognitive development, creative expression, executive function, language and literacy development, physical development and wellness, and social emotional development. It includes an area for the definition of the child's strengths and next steps, parent's comments, and teacher's comments.</p> <p>The Portfolio Collection inventory identifies evidence of self-concept and social skills, emerging literacy skills, math skills, as well as a section for Dual Language Learners. There is</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			space provided for observation and conference notes as well as checklists for capital and lower-case letter recognition and numeral recognition 0-50.	
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>5b)</b> Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	Yes	<p>Method's to assess children's learning are embedded throughout activities.</p> <p>The "About the Program" tab pg. 15-16 in all Teacher's Guides outlines the best practices for observation. This includes observing children in all learning centers and participation in an activity. The teacher should watch and listen carefully to record events that demonstrate new skills a child has acquired. Continual and frequent interactions with children are encouraged to accurately assess skills and development during activities; observe children’s abilities independent from adult assistance. The curriculum supports the teacher asking/ generating questions to clarify points or gather more information. The use of Portfolios accurately supports evidence in whole-group, small group, and featured activities as well as authentic moments in outdoor learning, transitions, and meal time conversations. The portfolio demonstrates what children know and can do, rather than what they don't know or can't do. The curriculum consumables (located in the Curriculum Companion pg. 11-15) includes a portfolio folder used for every child enrolled in the program. The "About the Program" Tab pg. 15-16 provides tips for teachers to store the folders in the classroom or center during the child's entire preschool experience. "The portfolio folder includes an inventory of specific skills to be observed and documented over time. Any photographs, anecdotal notes, and work collected should illustrate children’s abilities and</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>be used to show progress over time." The list of items to store include but are not limited to: artwork, photographs of the child working on a specific skill, photographs of the child engaged in classroom activities and child-directed learning, writing samples, dictated stories recorded by the teacher, and notes from observations.</p> <p>In Unit 1, Week 1, Monday, pg. 18, during Small Group the children are making All About Me Books. The Teacher's Notes box indicates that while children are creating books, observe how each child holds and maneuvers the writing and drawing tools, as well as, watch their ability to create recognizable shapes and pictures. Place notes in the children's developmental portfolios. During Afternoon Group Time (Whole Group) in Unit 1, Week 2, Tuesday, pg. 84-85, the children count hands on the flannel board. The teacher adds and removes hands for children to count. The Teacher's Note Box states to observe children's counting abilities and listen to determine whether children are rote counting or counting using one to one correspondence. The notes suggest adding any notes that are taken be placed in each child's developmental portfolio.</p>	
<b>SECTION II: ADDITIONAL INDICATORS OF QUALITY</b>				
<p><b>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b></p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>6a)</b> Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>6b)</b> Additional/supplemental materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment and learning.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>7. SCAFFOLDING AND SUPPORT</b>  Materials/activities provide all children with opportunities and support to meet the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>7a)</b> Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>FOR ALL CURRICULUM TYPES:</b> <b>7b)</b> Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>8a)</b> Provides a variety of activities to extend learning from the classroom into the home.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>FINAL EVALUATION:</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.				
<b>Compile the results of Sections I and II to make a final decision for the material under review</b>				
<b>I: Non-Negotiables</b>	1. Content Within the Parameters of the Standards	<b>Yes</b>	The materials and activities provide numerous opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards.	
	2. Appropriateness of Curriculum Materials and Activities	<b>Yes</b>	The curriculum materials and activities are appropriate for the age of the children and incorporated into daily activities over the course of the units.	
	3. Complexity of Curriculum Materials and Activities	<b>No</b>	This Indicator does not meet the metrics for the Louisiana Standards because there is very little evidence showing a progression of complexity over time for read-alouds. There is not enough evidence to show that math concept and	



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			vocabulary build upon each other in a meaningful way.	
	4. Quality of Curriculum Materials and Activities	<b>No</b>	Language and Literacy development is emphasized through resources and activities that support regular read-alouds in order to promote oral language. The Literacy Building Activities, introduction to stories, and journal writings help build Print Awareness, Phonological Awareness, Developmental Writing, Oral Language, and introduction to Phonics, but the materials and activities do not devote 75% or more to understanding numbers, ways of representing numbers, and the relationship between numbers and their quantities.	
	5. Assessment	<b>Yes</b>	Assessments are consistent with the Louisiana Birth to Five Early Learning and Development Standards. Assessments are provided through a variety of methods and are embedded throughout the activities.	
<b>II: Additional Indicators of Quality</b>	6. Implementation Format of Materials and Activities	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	8. Activities/Materials Supporting Parental Participation	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>				

Appendix II.

Public Comments

There were no public comments submitted.