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

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

Title: **Building Blocks Pre-K Math** Age Levels: **Three and Four**

Publisher: **McGraw-Hill School Education** Copyright: **2015**

Curriculum Type (Language/Literacy, Math, Integrated[1]): **Math**

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: TIER 1 AND 2 NON-NEGOTIABLES			
1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS Materials and activities are consistent with the *Louisiana Birth to Five Early Learning and Development Standards*. ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES (As applicable):** **1a)** A large majority of materials and activities provide substantial opportunities and experiences for children to meet the *Louisiana Birth to Five Early Learning and Development Standards* (i.e., address each of the domains listed below): ○ Approaches to Learning, ○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies, ○ Language and Literacy Development, ○ Physical Well-being and Motor Development, and ○ Social-Emotional Development.	**Yes**	The materials and activities provide substantial opportunities and experiences for children to meet the Cognitive Development and General Knowledge standards for math that are part of the Louisiana Birth to Five Early Learning and Development Standards (ELDS). Appendix B of the Teacher's Edition details student learning trajectories that detail the developmental paths for counting, comparing and ordering numbers, recognizing numbers and subitizing numerals, composing, adding, subtracting, multiplying, dividing, measuring geometric shapes, spatial sense and motions, patterning, classifying, and analyzing. The curriculum also includes interactive, hands-on activities that support other domains while developing math objectives. The materials support standard CM1, to understand numbers, ways of representing numbers, and relationships between number and quantities. For example, in the Teacher's Edition, Volume 1, Week 1, p. 12, "Count and Move," and in Volume 1, Week 1, p. 14, "This Old Man," children count from 1 to 10, or an appropriate number, clapping their hands as they say each number. Teachers are instructed to repeat as needed to ensure that all children have participated and repeat throughout the day, using various motions, such as hopping and marching. Also, in Volume 1, Week 8, p. 120, students participate in a "Number Race" game to connect the number of dots on rolled dice to the number of moves in the game. The materials also support standard CM2, to understand basic patterns, concepts, and operations. For example, in the Teacher's Edition, Volume 2, Week 16, p. 246, the Warm Up activity requires students to repeat and extend patterns through dancing. Standard CM 3, to understand attributes and relative properties of objects as related to size, capacity, and area, is supported in the Teacher's

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			Edition, Volume 2, Week 20, p. 310, whole group, "As Long As My Arm," when students are given nonstandard units of measurement like ribbon, in order to understand the concept of length. Ribbon, which is used to help students understand the concepts of "shorter than" and "longer than," is an appropriate material to use as a teaching measurement. To support standard CM 4, to understand shapes, their properties, and how objects are related to one another in space, the materials in Volume 1, Week 5, p. 65, "Big Ideas" weekly lesson, the objectives focus on recognizing and distinguishing two-dimensional shapes and subitizing. Students move from naming shapes, to recognizing shapes in their environment, to building shapes from parts. While Cognitive Development and General Knowledge standards for math are addressed, there are lessons throughout the curriculum that go beyond the scope of the Louisiana ELDS for children ages 3-4.
2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES ☐ Yes ☒ No	**FOR ALL CURRICULUM TYPES:** **2a)** Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children given substantial opportunities to choose interest areas/learning centers and activities within each).	**Yes**	The materials provide both student-initiated and teacher-directed lessons and activities that allow time for exploration and discovery. Students are provided with opportunities to choose hands-on activities during small and large group instruction, as well as during free choice center times. In the Teacher's Edition, Volume 1 and Volume 2, the weekly lessons provide time for both teacher-directed and child-initiated experiences where the teacher work with students during large and small groups. Children have time to explore math concepts during "Computer" and "Hands-On" center activities. For example, in the Teacher's Edition Volume 1, p. 19, the "Computer" center, students are given time to practice the skills that have been introduced independently, as well as with the teacher's assistance, if necessary. In the "Hands-On" centers, students are allowed time to explore with manipulatives and are encouraged to make buildings and to find and make groups using

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			stackable blocks, wooden blocks, inch cubes and other common classroom materials.
	FOR ALL CURRICULUM TYPES: **2b)** Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, etc.	**Yes**	The materials provide a variety of appropriate manipulatives that can be used by teachers and students during small and large group instruction. Additional activities and suggestions are provided in the Teacher's Editions in order to strengthen the center activities that are designed to reinforce the math skills that are being taught. Suggestions are also given in order to provide opportunities for students to explore in a variety of settings. For example, in the Teacher's Edition, Volume 1, Week 2, p. 24, the "Find and Make" group activity, students use counters and other classroom materials to make groups with the teacher. An additional suggestion is to allow students the time to find items outdoors that they can use to make groups such as leaves and other safe items that are available in the students' outdoor environment. In the Teacher's Edition, Volume 2, Week 19, p.291, "Hands-On" center, the students use numeral cards, toy dinosaurs, and play with money to explore math concepts.
	FOR ALL CURRICULUM TYPES: **2c)** Materials and activities are included that are culturally sensitive.	**Yes**	The materials support English Language Learners. For example, the Teacher Resource Edition, page V and the English Learner Support pages for each week provide strategies to help teachers and teacher aides. Teachers are encouraged to preview the big ideas with English learners at the beginning of each week and to review the access vocabulary and cognates to develop language proficiency.
	FOR ALL CURRICULUM TYPES: **2d)** Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.	**Yes**	The materials integrate the use of computer software, books, and manipulatives throughout each week. Individual activities are also provided in order to differentiate instruction and meet the needs of all students. Examples can be found in the Teacher's Edition, Volume 1, "Overview," p. 385, "Whole-group Activity," during the "Finger Word Problems: I am thinking of a number (count and move forward and backward)." Examples in

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			small group activities include dinosaur shop, tangram puzzles, adding board game, and x-ray vision. In the Teacher's Edition, Volume 1 and Volume 2, all lessons are structured so that teachers and students can experience both large and small group instruction as well as have the opportunity to work in math centers. Opportunities are also available for individual students to work with teachers one on one to complete math and computer center activities, when needed. For example, in the Teacher's Edition, Volume 2, Week 19, p. 295, "Hands On" centers, "Places Scenes," students work using Numeral Cards and manipulates that match the Numeral Cards. Students are encouraged to tell stories to peers and teachers about the scenes that were created while working independently.
	FOR ALL CURRICULUM TYPES: **2e)** Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.	**No**	The materials focus learning on concepts that are not required by the ELDS for ages 3-4 in math. For example, standard CM1 focuses on counting to 10 for three year olds, and counting to 20 for four year olds. However, in Volume 2, Week 18, p. 300, students are asked to "Count to 30, or more as appropriate" which is a concept that is not covered in the ELDS. In addition, standard CM4 focuses learning on naming the attributes of two shapes for three year olds, and on describing and naming attributes of four basic shapes (rectangles, squares, circles, and triangles) for four year olds. However, the materials focus on the concept development of shapes and their properties that are not specified in Louisiana standards such as, "rhombuses," "trapezoids," and "hexagons" as seen in Volume 1, Week 14, p.214, where students discuss the characteristics of these shapes. Similarly, in Volume 1, Week 15, p. 232, the small group activity is to have students sort shapes "using different rules, such as rectangles versus all other shapes, triangles versus rhombuses, trapezoids versus non-trapezoids, or hexagons versus trapezoids." This

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			focus occurs again in Volume 2, Week 23, p. 362, when during the warm up reference is made to equilateral and isosceles triangles and their properties.
3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES ☐ Yes ☒ No	**FOR ALL CURRICULUM TYPES:** **3a)** Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).	**No**	The materials and activities do not present a logical and coherent progression of complexity over time. For example, standard CM4 focuses learning about shapes at age 3, on recognizing basic shapes in the environment and naming the attributes of two shapes. At age 4, the focus is on naming at least four basic shapes (rectangles, squares, circles, and triangles). However, during the first weeks of learning in Volume 1, Week 5, p. 109, and in Volume 1, Week 9, p. 170, the lessons introduce students to hexagons, rhombuses (diamonds), and trapezoids. In the Teacher's Edition, Volume 2, Week 18, p. 279, "Hands-On" math, the "Shape Pictures" instructions state, "Children use Shape Sets and Pattern Blocks to make designs and pictures." The directions then encourage the teacher to name and discuss hexagons, rhombuses, and trapezoids. The introduction of these shapes in the early weeks of the curriculum, does not allow a deep understanding of the basic shapes to be identified according to the Louisiana ELDS. In addition, standard CM1 indicates that at age 4, students should be able to count to 20 and count backwards from 5. However, in Volume 1, Week 14, p. 220, and in Volume 1, Week 15, p. 23, the focus is on counting backward from 10. In addition, in Volume 2, Week 18, p. 300, the learning focus is to have students "count to 30, or more as appropriate." This too goes beyond the expectations of the standards and creates missed opportunities to develop an understanding of the ELDS that are age appropriate.
4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES	**FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:** **4a) Language and literacy development** is emphasized through resources and activities that support the following:	**N/A**	

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☒ Yes ☐ No	• Regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children's background knowledge and vocabulary development • Frequent use of a repeated-reading approach (i.e., with close repetition) for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding **Examples**: 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.		
	FOR INTEGRATED CURRICULA AND MATH CURRICULA: **4b) Math** materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the *Louisiana Birth to Five Early Learning and Development Standards*.	**Yes**	The materials meet the Louisiana ELDS for mathematics. For example in the Teacher's Edition, Volume 1, Week 8, p.122, there are instructions to read a book to children such as "Miss Spider's Tea Party" by David Kirk, which addresses one-to-one correspondence. Number understanding is reinforced in the Teacher's Edition, Volume 1, p. 234, where instructions for students are to "add two counters to the others under the cloth; then after children uncover, check with the class." In the Teacher's Edition, Volume 1, Week 3, "Big Ideas," the instructions are to include counting and producing small groups, recognizing equal groups, and duplicating rhythmic patterns. In Week 3, the focused skills are object counting and making meaningful connections. In the Teacher's Edition, Volume 2,

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			Week 18, “Big Ideas,” the focus is on producing (counting out) items and naming quickly an amount of items. Teacher directions state, "This week children are encouraged to begin moving from a purely perceptual recognition of how many (“I see 4”) to also using and applying a conceptual recognition (“I saw 3 and 1 more, so it is 4”). Conceptual recognition relies on seeing parts in a whole, which builds foundations for number sense and addition."
	FOR INTEGRATED CURRICULA AND MATH CURRICULA: **4c) Math** materials and activities adhere to the following indicators of quality: • Promote children’s acquisition and use of the language and vocabulary of math • Promote conceptual understanding of math content • Promote children’s development of perseverance and persistence in solving problems	**Yes**	The materials provide weekly computer time to reinforce the conceptual understanding of math content. For example, in the Teacher’s Edition, Volume 1, Week 15, p. 233, the teacher introduces “Memory Geometry 4: Shapes of Things” where children play a digital version of the traditional concentration game, matching shapes to common objects (e.g., an octagon to a stop sign), and are required to complete the game within the week. In addition, academic language and vocabulary is used consistently throughout the lesson as seen in the Teacher’s Edition, Volume 1, Week 15. In the Teacher’s Edition, Volume 2, Week 23, p. 362, “Guess My Rule” activity, teachers are to sort shapes by different attributes and ask students to think about what they know about shapes and sorting, and to have them guess the sorting rules.
	FOR ALL CURRICULUM TYPES: **4d)** Adequate explanatory materials for teachers are provided (e.g., explicit instructions on how to use materials or conduct lessons).	**Yes**	The weekly overview provides the “Big Ideas” and “Learning Trajectories,” the daily planners with the objective(s), list of materials, and a look ahead throughout the year. Instructions are easy to follow with adequate materials and explicit directions. In the Teacher Editions, Volume 1 and Volume 2, all lessons include the following components: “Overview,” which consists of “Teaching For Understanding,” “Big Ideas,” “What's Ahead,” “How Children Learn the Skills,” “Information for Technology, “ELL Resources,” “Computer,” and “Hands-On” center activities. These components provide teachers with instructions on how to use the materials, and

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			include directions on how to plan, teach, and assess the skills in each lesson.
5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress. ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **5a)** Assessments consistent with the *Louisiana Birth to Five Early Learning and Development Standards* are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).	**Yes**	The materials assess students and differentiate instruction, as shown in the Teacher's Edition, Volume 1, p.208, Week 13. Sections include, "Assess and Differentiate, Gather Evidence, Summarize Findings and Differentiate instruction," and the teachers are able to use online assessments, summarize and analyze assessment data and "Record Sheets" for each child based on weekly observations. The end of every lesson is designed to help conduct meaningful assessments. In the Teacher's Edition, Volume 2, p. 249, of "Monitoring Student Progress," there are "If" and "Then" suggestions provided for teachers as they make observations and on how to modify and scaffold lessons and activities to meet individual student needs. In the Teacher's Edition, Volume 1, p. 23, there are recommendations for using the "Record Sheet" for assessing and recording student progress during center time activities.
	FOR ALL CURRICULUM TYPES: **5b)** Methods to assess children's learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.	**Yes**	The materials provide for methods to assess children's learning that are embedded throughout activities within the daily schedule. These opportunities include having the teacher use the Small Group Record Sheet from Assessment during Small Group Activities to observe and record children's progress such as in Volume 1, Week 1, page 13. Also in the Teacher Edition, Volume 1, Week 8, page 119 the teacher completes observations during children's' time at centers. Additionally, activities are provided that easily include math instruction throughout the day. For example, in the Teacher Edition, Volume 2, page A20 students count plates, napkins, and utensils at meal time and during transitions, students line up making a pattern.

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SECTION II: ADDITIONAL INDICATORS OF QUALITY			
6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **6a)** Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).	**Yes**	Computer time is provided weekly to reinforce the conceptual understanding of math content. There is also support for online assessments, online resources, and for student learning games.
	FOR ALL CURRICULUM TYPES: **6b)** Additional/supplemental materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment and learning.	**Yes**	Varied materials and activities that appeal to children's interests are provided. All lessons include a list of books that foster the development and understanding of the mathematical concepts being introduced and taught (e.g., see Teacher's Edition, Volume 2, p. 259, "Literature Connections" and "I See Patterns" by Linda Benton.) In addition, all lessons have a "Computer Center" and "Hands-On" math center where students have opportunities to work on the lessons being taught, while accessing them through technology. Students are provided with time each day during "Small Group," "Large Group," and "Hands On" centers to make choices and explore the materials while engaged in play situations.
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **7a)** Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.	**Yes**	The materials include directions that help teachers meet the needs of children with varying needs. For example, before each lesson there is a preview to assist the teacher in working with English learners, including vocabulary words and phrases. In the Teacher's Edition, Volume 1, Week 8, p. 119, there is a suggestion to help teachers assist children who need more support, which states, "If children struggle, use fewer items to match." The Teacher's Edition, Volume 2, p. 309, Appendix A, provides directions for individualized instruction and addresses special education concerns. In the Teacher's Edition, Volume 2, pp. A6- A17, "Differentiating Instruction: Working With Struggling Learners," specific strategies and activities are given to modify concept development in small and large group instruction as well as modifications that can be made to the center and "Hands-On" activities. Teacher resources include weekly

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			"English Learner" support, which provides directions for the "Big Idea" and vocabulary in both English and Spanish.
	FOR ALL CURRICULUM TYPES: **7b)** Schedule or time for activities appears to be flexible and would allow for adjustments according to children's needs/interests.	**Yes**	Both teacher volumes provide weekly adjustments and differentiation through the schedule based on student needs and interests. In the Teacher's Edition, "Monitoring Student Progress," after each lesson there are "If" and "Then" statements provided to help teachers assess individual student needs. Teachers are given strategies for re-teaching skills and strategies for students who excel. For example, in the Teacher's Edition, Volume 2, p. 281, struggling students are allowed a longer time to work with materials and the arrangement of materials is changed. Students who excel, are given more materials in a more complex configuration.
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **8a)** Provides a variety of activities to extend learning from the classroom into the home.	**Yes**	The materials provide thirty weeks of "Family Newsletters" and weekly parent letters. The "Family Letter" for each week provides a way to keep families informed about what their children are doing and how they can help them succeed in mathematics. For example, in the Teacher's Edition, Volume 2, Week 20, p. 319, the teacher distributes take-home copies of "Family Letter Week 20" to children to share with their family. Each letter provides an example for children to show their families of what they have been doing in class.
FINAL EVALUATION: ***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.			
Compile the results of Sections I and II to make a final decision for the material under review			
I: Non-Negotiables	1. Content Within the Parameters of the Standards	**Yes**	The lessons, activities, and materials provide hands on experiences and opportunities to support students meet the Louisiana ELDS.
	2. Appropriateness of Curriculum Materials and Activities	**No**	Materials and activities are not appropriate for the domain(s) and skill(s) they are intended to

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			address. The materials focus learning on concepts that are not required by the ELDS for ages 3-4 in math.
	3. Complexity of Curriculum Materials and Activities	**No**	The materials and activities do not 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).
	4. Quality of Curriculum Materials and Activities	**Yes**	The materials are consistent with Louisiana math standards.
	5. Assessment	**Yes**	Assessments are consistent with the standards and are provided through a variety of appropriate methods.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	**Yes**	The materials are engaging and provided in different formats that appeal to student interests.
	7. Scaffolding and Support	**Yes**	Two teacher volumes with weekly suggestions for scaffolding and support also include specific strategies and activities to promote concept development.
	8. Activities/Materials Supporting Parental Participation	**Yes**	Parent resources provide families with the skills that are introduced for the week as well as with those that are upcoming.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

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

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

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

The 2018-2019 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Ascension, Bossier, Caddo, Central, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, InspireNOLA, Jefferson, KDHSA (Jefferson Parish Charter), Lafayette, Lincoln, Livingston, Orleans, Ouachita, Pointe Coupee, Rapides, Recovery School District, RSD - Choice Foundation, RSD – FirstLine, RSD – NOCP, St. Charles, St. Mary, St. Tammany, Tangipahoa, Vermilion, West Baton Rouge, West Feliciana, Zachary. This review represents the work of current classroom teachers with experience in grades PreK-5.

Appendix I.

Publisher Response

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

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

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Curriculum Type (Language/Literacy, Math, Integrated[1]): **Math**

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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
SECTION I: TIER 1 AND 2 NON-NEGOTIABLES				
1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS Materials and activities are consistent with the *Louisiana Birth to Five Early Learning and Development Standards*. ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES (As applicable):** **1a)** A large majority of materials and activities provide substantial opportunities and experiences for children to meet the *Louisiana Birth to Five Early Learning and Development Standards* (i.e., address each of the domains listed below): ○ Approaches to Learning, ○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies, ○ Language and Literacy Development, ○ Physical Well-being and Motor Development, and ○ Social-Emotional Development.	**Yes**	The materials and activities provide substantial opportunities and experiences for children to meet the Cognitive Development and General Knowledge standards for math that are part of the Louisiana Birth to Five Early Learning and Development Standards (ELDS). Appendix B of the Teacher's Edition details student learning trajectories that detail the developmental paths for counting, comparing and ordering numbers, recognizing numbers and subitizing numerals, composing, adding, subtracting, multiplying, dividing, measuring geometric shapes, spatial sense and motions, patterning, classifying, and analyzing. The curriculum also includes interactive, hands-on activities that support other domains while developing math objectives. The materials support standard CM1, to understand numbers, ways of representing numbers, and relationships between number and quantities. For example, in the Teacher's Edition, Volume 1, Week 1, p. 12, "Count and Move," and in Volume 1, Week 1, p. 14, "This Old Man," children count from 1 to 10, or an appropriate number, clapping their hands as they say each number. Teachers are instructed to repeat as needed to ensure that all children have participated and repeat throughout the day, using various motions, such as hopping and marching. Also, in Volume 1, Week 8, p. 120, students participate in a "Number Race" game to connect the number of dots on rolled dice to the number of moves in the game. The materials also support standard CM2, to understand basic patterns, concepts, and operations. For example, in the Teacher's Edition, Volume 2, Week 16, p. 246, the Warm Up activity requires students to repeat and extend patterns through dancing. Standard CM 3, to understand attributes and relative properties of objects as related to size, capacity, and area, is supported in the Teacher's	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Edition, Volume 2, Week 20, p. 310, whole group, "As Long As My Arm," when students are given nonstandard units of measurement like ribbon, in order to understand the concept of length. Ribbon, which is used to help students understand the concepts of "shorter than" and "longer than," is an appropriate material to use as a teaching measurement. To support standard CM 4, to understand shapes, their properties, and how objects are related to one another in space, the materials in Volume 1, Week 5, p. 65, "Big Ideas" weekly lesson, the objectives focus on recognizing and distinguishing two-dimensional shapes and subitizing. Students move from naming shapes, to recognizing shapes in their environment, to building shapes from parts. While Cognitive Development and General Knowledge standards for math are addressed, there are lessons throughout the curriculum that go beyond the scope of the Louisiana ELDS for children ages 3-4.	
2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES ☐ Yes ☒ No	**FOR ALL CURRICULUM TYPES:** **2a)** Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children given substantial opportunities to choose interest areas/learning centers and activities within each).	**Yes**	The materials provide both student-initiated and teacher-directed lessons and activities that allow time for exploration and discovery. Students are provided with opportunities to choose hands-on activities during small and large group instruction, as well as during free choice center times. In the Teacher's Edition, Volume 1 and Volume 2, the weekly lessons provide time for both teacher-directed and child-initiated experiences where the teacher work with students during large and small groups. Children have time to explore math concepts during "Computer" and "Hands-On" center activities. For example, in the Teacher's Edition Volume 1, p. 19, the "Computer" center, students are given time to practice the skills that have been introduced independently, as well as with the teacher's assistance, if necessary. In the "Hands-On" centers, students are allowed time to explore with manipulatives and are encouraged to make buildings and to find and make groups using	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			stackable blocks, wooden blocks, inch cubes and other common classroom materials.	
	FOR ALL CURRICULUM TYPES: **2b)** Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, etc.	**Yes**	The materials provide a variety of appropriate manipulatives that can be used by teachers and students during small and large group instruction. Additional activities and suggestions are provided in the Teacher's Editions in order to strengthen the center activities that are designed to reinforce the math skills that are being taught. Suggestions are also given in order to provide opportunities for students to explore in a variety of settings. For example, in the Teacher's Edition, Volume 1, Week 2, p. 24, the "Find and Make" group activity, students use counters and other classroom materials to make groups with the teacher. An additional suggestion is to allow students the time to find items outdoors that they can use to make groups such as leaves and other safe items that are available in the students' outdoor environment. In the Teacher's Edition, Volume 2, Week 19, p.291, "Hands-On" center, the students use numeral cards, toy dinosaurs, and play with money to explore math concepts.	
	FOR ALL CURRICULUM TYPES: **2c)** Materials and activities are included that are culturally sensitive.	**Yes**	The materials support English Language Learners. For example, the Teacher Resource Edition, page V and the English Learner Support pages for each week provide strategies to help teachers and teacher aides. Teachers are encouraged to preview the big ideas with English learners at the beginning of each week and to review the access vocabulary and cognates to develop language proficiency.	
	FOR ALL CURRICULUM TYPES: **2d)** Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.	**Yes**	The materials integrate the use of computer software, books, and manipulatives throughout each week. Individual activities are also provided in order to differentiate instruction and meet the needs of all students. Examples can be found in the Teacher's Edition, Volume 1, "Overview," p. 385, "Whole-group Activity," during the "Finger Word Problems: I am thinking of a number (count and move forward and backward)." Examples in	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			small group activities include dinosaur shop, tangram puzzles, adding board game, and x-ray vision. In the Teacher's Edition, Volume 1 and Volume 2, all lessons are structured so that teachers and students can experience both large and small group instruction as well as have the opportunity to work in math centers. Opportunities are also available for individual students to work with teachers one on one to complete math and computer center activities, when needed. For example, in the Teacher's Edition, Volume 2, Week 19, p. 295, "Hands On" centers, "Places Scenes," students work using Numeral Cards and manipulates that match the Numeral Cards. Students are encouraged to tell stories to peers and teachers about the scenes that were created while working independently.	
	FOR ALL CURRICULUM TYPES: **2e)** Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.	**No**	The materials focus learning on concepts that are not required by the ELDS for ages 3-4 in math. For example, standard CM1 focuses on counting to 10 for three year olds, and counting to 20 for four year olds. However, in Volume 2, Week 18, p. 300, students are asked to "Count to 30, or more as appropriate" which is a concept that is not covered in the ELDS. In addition, standard CM4 focuses learning on naming the attributes of two shapes for three year olds, and on describing and naming attributes of four basic shapes (rectangles, squares, circles, and triangles) for four year olds. However, the materials focus on the concept development of shapes and their properties that are not specified in Louisiana standards such as, "rhombuses," "trapezoids," and "hexagons" as seen in Volume 1, Week 14, p.214, where students discuss the characteristics of these shapes. Similarly, in Volume 1, Week 15, p. 232, the small group activity is to have students sort shapes "using different rules, such as rectangles versus all other shapes, triangles versus rhombuses, trapezoids versus non-trapezoids, or hexagons versus trapezoids." This	Building Blocks Pre-K Math is designed to help students to move forward in their mathematical understanding. Hence, the activities are written to be used to with students whose mathematical thinking is at a range of levels. Teachers are able to adapt activities to meet the needs of their students and class. Counting Because many students are exposed to numbers through 30 in their daily life (for example, on a calendar), Building Blocks Pre-K Math provides opportunities for students to count to 30 or beyond in rote counting activities. However, if students are not ready to move beyond 10 or 20, or if the teacher wants to focus exclusively on numbers through 10 or 20, the numbers used in the oral counting activities can be limited accordingly without affecting any other parts of the lesson. Geometry The authors of Building Blocks Pre-K Math have done extensive research on young children's

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			focus occurs again in Volume 2, Week 23, p. 362, when during the warm up reference is made to equilateral and isosceles triangles and their properties.	understanding of geometric concepts. They feel strongly that in order to develop a robust understanding of shapes, students need to be exposed to many examples and non-examples and engage in discussions of shapes and their attributes. The program introduces names for shapes so that students have a vocabulary to use when discussing what they see. Students identify rhombuses and trapezoids so that they know names for 4-sided figures that are not squares or rectangles. Students identify hexagons so that they know names for shapes that have neither 3 nor 4 sides. After the vocabulary is introduced in Weeks 14 and 15, future activities involving shapes provide teachers with flexibility in which shapes to use and in whether to require students to use the shape names or simply describe the shapes. Limiting students to squares, other rectangles, circles, and triangles is possible, but will limit the discussions students have about what they notice about the shapes, including which shapes have the same or different attributes.
3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES ☐ Yes ☒ No	**FOR ALL CURRICULUM TYPES:** **3a)** Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).	**No**	The materials and activities do not present a logical and coherent progression of complexity over time. For example, standard CM4 focuses learning about shapes at age 3, on recognizing basic shapes in the environment and naming the attributes of two shapes. At age 4, the focus is on naming at least four basic shapes (rectangles, squares, circles, and triangles). However, during the first weeks of learning in Volume 1, Week 5, p. 109, and in Volume 1, Week 9, p. 170, the lessons introduce students to hexagons, rhombuses (diamonds), and trapezoids. In the Teacher's Edition, Volume 2, Week 18, p. 279, "Hands-On" math, the "Shape Pictures" instructions state, "Children use Shape Sets and Pattern Blocks to make designs and pictures." The directions then encourage the teacher to name and discuss hexagons, rhombuses, and trapezoids. The introduction of these shapes in	Building Blocks Pre-K Math has a carefully constructed progression for building familiarity with shapes and with counting. During the first half of the program, students are asked to identify and recognize circles, triangles, squares, and rectangles and to count up to 10. Students are not expected to identify other shapes until Week 14, just under halfway through the program, by which point they have worked extensively with shapes. Warm-up activities beginning midway through the program include counting back from 10 and up to 20 and 30. Geometry Week 4 introduces circles (page 56) and introduces the book Building Shapes (page 58). The book shows real-world examples of shapes and their names. Students are not expected to learn all of the names at this time, but activities

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			the early weeks of the curriculum, does not allow a deep understanding of the basic shapes to be identified according to the Louisiana ELDS. In addition, standard CM1 indicates that at age 4, students should be able to count to 20 and count backwards from 5. However, in Volume 1, Week 14, p. 220, and in Volume 1, Week 15, p. 23, the focus is on counting backward from 10. In addition, in Volume 2, Week 18, p. 300, the learning focus is to have students "count to 30, or more as appropriate." This too goes beyond the expectations of the standards and creates missed opportunities to develop an understanding of the ELDS that are age appropriate.	this week do give students the opportunity to show their prior knowledge of shape names. Week 5 introduces squares (page 70), rectangles (page 74), and triangles (page 78) and uses these names in activities. In Week 9, on p.138 teachers are encouraged to trace and have students trace the faces of boxes with other shapes, but students are not required to know the names of the shapes. Activities throughout Week 9 and Week 10 build familiarity with triangles, squares, and rectangles. Week 10 page 154 mentions that teachers should "briefly review" the less familiar shapes in the book Building Shapes so that students can describe similar shapes seen in their classroom, but does not encourage teachers to ask specifically about these shapes. In Week 14, students are formally introduced to trapezoids, rhombuses, and hexagons using the Shape Flip Book (page 214), and Weeks 14 and 15 include activities focusing on these new shapes as well as activities that include the shapes students have previously learned. The Shape Parts activity in Week 18 (page 279) does tell teachers to encourage students to name and describe shapes including hexagons, rhombuses, and trapezoids. When Tangram Puzzles are introduced in Week 24 (page 379), the term "parallelogram" is also introduced so that students can describe the shapes they are making. Other activities throughout Weeks 18, 23, 27, and 28 ask students to identify and describe shapes based on attributes. In these activities, the Teacher's Edition provides suggestions for the shapes and attributes to be used, but teachers can easily adapt the activities to focus primarily on triangles, squares, and rectangles and their properties. Counting Counting above 10 and counting back from 10 appear in oral-counting activities. Counting back

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				from 10 is introduced in Week 13 page 200 and used in subsequent Count and Move (Forward and Back) warm-up activities in which students first count up to 10 and then back down. If teachers feel that this is not appropriate for their students, they can easily adapt the activity to count up and then down from 5, or to count up to 10 and then down from 5. They can also adjust the "Ten Little Monkeys" (beginning on Week 21 page 328) and Blastoff (beginning on Week 22 page 344) warm-up activities to begin at 5 rather than 10. Counting up to 10 appears in many warm-up activities through Week 15. Counting to 20 is first recommended in Week 16 (page 248), and counting to 30 is first recommended in Week 19 (page 294). As with counting backwards from 10, if teachers feel counting up to 30 is not appropriate for their class, they can stop at a lower number. Other parts of the lessons do not require students to count beyond 10.
4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES ☒ Yes ☐ No	**FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:** **4a) Language and literacy development** is emphasized through resources and activities that support the following: • Regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children's background knowledge and vocabulary development • Frequent use of a repeated-reading approach (i.e., with close repetition) for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding **Examples**: Using read-aloud materials (books, songs, rhymes,	**N/A**		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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.			
	FOR INTEGRATED CURRICULA AND MATH CURRICULA: **4b) Math** materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the *Louisiana Birth to Five Early Learning and Development Standards*.	**Yes**	The materials meet the Louisiana ELDS for mathematics. For example in the Teacher's Edition, Volume 1, Week 8, p.122, there are instructions to read a book to children such as "Miss Spider's Tea Party" by David Kirk, which addresses one-to-one correspondence. Number understanding is reinforced in the Teacher's Edition, Volume 1, p. 234, where instructions for students are to "add two counters to the others under the cloth; then after children uncover, check with the class." In the Teacher's Edition, Volume 1, Week 3, "Big Ideas," the instructions are to include counting and producing small groups, recognizing equal groups, and duplicating rhythmic patterns. In Week 3, the focused skills are object counting and making meaningful connections. In the Teacher's Edition, Volume 2, Week 18, "Big Ideas," the focus is on producing (counting out) items and naming quickly an amount of items. Teacher directions state, "This week children are encouraged to begin moving from a purely perceptual recognition of how many ("I see 4") to also using and applying a conceptual recognition ("I saw 3 and 1 more, so it is 4"). Conceptual recognition relies on seeing parts in a whole, which builds foundations for number sense and addition."	

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	FOR INTEGRATED CURRICULA AND MATH CURRICULA: **4c) Math** materials and activities adhere to the following indicators of quality: • Promote children's acquisition and use of the language and vocabulary of math • Promote conceptual understanding of math content • Promote children's development of perseverance and persistence in solving problems	**Yes**	The materials provide weekly computer time to reinforce the conceptual understanding of math content. For example, in the Teacher's Edition, Volume 1, Week 15, p. 233, the teacher introduces "Memory Geometry 4: Shapes of Things" where children play a digital version of the traditional concentration game, matching shapes to common objects (e.g., an octagon to a stop sign), and are required to complete the game within the week. In addition, academic language and vocabulary is used consistently throughout the lesson as seen in the Teacher's Edition, Volume 1, Week 15. In the Teacher's Edition, Volume 2, Week 23, p. 362, "Guess My Rule" activity, teachers are to sort shapes by different attributes and ask students to think about what they know about shapes and sorting, and to have them guess the sorting rules.	
	FOR ALL CURRICULUM TYPES: **4d)** Adequate explanatory materials for teachers are provided (e.g., explicit instructions on how to use materials or conduct lessons).	**Yes**	The weekly overview provides the "Big Ideas" and "Learning Trajectories," the daily planners with the objective(s), list of materials, and a look ahead throughout the year. Instructions are easy to follow with adequate materials and explicit directions. In the Teacher Editions, Volume 1 and Volume 2, all lessons include the following components: "Overview," which consists of "Teaching For Understanding," "Big Ideas," "What's Ahead," "How Children Learn the Skills," "Information for Technology, "ELL Resources," "Computer," and "Hands-On" center activities. These components provide teachers with instructions on how to use the materials, and include directions on how to plan, teach, and assess the skills in each lesson.	
5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.	**FOR ALL CURRICULUM TYPES:** **5a)** Assessments consistent with the *Louisiana Birth to Five Early Learning and Development Standards* are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).	**Yes**	The materials assess students and differentiate instruction, as shown in the Teacher's Edition, Volume 1, p.208, Week 13. Sections include, "Assess and Differentiate, Gather Evidence, Summarize Findings and Differentiate instruction," and the teachers are able to use online assessments, summarize and analyze assessment data and "Record Sheets" for each	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
☒ Yes ☐ No			child based on weekly observations. The end of every lesson is designed to help conduct meaningful assessments. In the Teacher's Edition, Volume 2, p. 249, of "Monitoring Student Progress," there are "If" and "Then" suggestions provided for teachers as they make observations and on how to modify and scaffold lessons and activities to meet individual student needs. In the Teacher's Edition, Volume 1, p. 23, there are recommendations for using the "Record Sheet" for assessing and recording student progress during center time activities.	
	FOR ALL CURRICULUM TYPES: **5b)** Methods to assess children's learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.	**Yes**	The materials provide for methods to assess children's learning that are embedded throughout activities within the daily schedule. These opportunities include having the teacher use the Small Group Record Sheet from Assessment during Small Group Activities to observe and record children's progress such as in Volume 1, Week 1, page 13. Also in the Teacher Edition, Volume 1, Week 8, page 119 the teacher completes observations during children's' time at centers. Additionally, activities are provided that easily include math instruction throughout the day. For example, in the Teacher Edition, Volume 2, page A20 students count plates, napkins, and utensils at meal time and during transitions, students line up making a pattern.	
SECTION II: ADDITIONAL INDICATORS OF QUALITY				
6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES	**FOR ALL CURRICULUM TYPES:** **6a)** Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).	**Yes**	Computer time is provided weekly to reinforce the conceptual understanding of math content. There is also support for online assessments, online resources, and for student learning games.	

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Materials and activities reflect a wide range of experiences for skill development. ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **6b)** Additional/supplemental materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment and learning.	**Yes**	Varied materials and activities that appeal to children's interests are provided. All lessons include a list of books that foster the development and understanding of the mathematical concepts being introduced and taught (e.g., see Teacher's Edition, Volume 2, p. 259, "Literature Connections" and "I See Patterns" by Linda Benton.) In addition, all lessons have a "Computer Center" and "Hands-On" math center where students have opportunities to work on the lessons being taught, while accessing them through technology. Students are provided with time each day during "Small Group," "Large Group," and "Hands On" centers to make choices and explore the materials while engaged in play situations.	
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **7a)** Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.	**Yes**	The materials include directions that help teachers meet the needs of children with varying needs. For example, before each lesson there is a preview to assist the teacher in working with English learners, including vocabulary words and phrases. In the Teacher's Edition, Volume 1, Week 8, p. 119, there is a suggestion to help teachers assist children who need more support, which states, "If children struggle, use fewer items to match." The Teacher's Edition, Volume 2, p. 309, Appendix A, provides directions for individualized instruction and addresses special education concerns. In the Teacher's Edition, Volume 2, pp. A6- A17, "Differentiating Instruction: Working With Struggling Learners," specific strategies and activities are given to modify concept development in small and large group instruction as well as modifications that can be made to the center and "Hands-On" activities. Teacher resources include weekly "English Learner" support, which provides directions for the "Big Idea" and vocabulary in both English and Spanish.	

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	FOR ALL CURRICULUM TYPES: **7b)** Schedule or time for activities appears to be flexible and would allow for adjustments according to children's needs/interests.	**Yes**	Both teacher volumes provide weekly adjustments and differentiation through the schedule based on student needs and interests. In the Teacher's Edition, "Monitoring Student Progress," after each lesson there are "If" and "Then" statements provided to help teachers assess individual student needs. Teachers are given strategies for re-teaching skills and strategies for students who excel. For example, in the Teacher's Edition, Volume 2, p. 281, struggling students are allowed a longer time to work with materials and the arrangement of materials is changed. Students who excel, are given more materials in a more complex configuration.	
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION ☒ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **8a)** Provides a variety of activities to extend learning from the classroom into the home.	**Yes**	The materials provide thirty weeks of "Family Newsletters" and weekly parent letters. The "Family Letter" for each week provides a way to keep families informed about what their children are doing and how they can help them succeed in mathematics. For example, in the Teacher's Edition, Volume 2, Week 20, p. 319, the teacher distributes take-home copies of "Family Letter Week 20" to children to share with their family. Each letter provides an example for children to show their families of what they have been doing in class.	
FINAL EVALUATION: ***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.				
Compile the results of Sections I and II to make a final decision for the material under review				
I: Non-Negotiables	1. Content Within the Parameters of the Standards	**Yes**	The lessons, activities, and materials provide hands on experiences and opportunities to support students meet the Louisiana ELDS.	
	2. Appropriateness of Curriculum Materials and Activities	**No**	Materials and activities are not appropriate for the domain(s) and skill(s) they are intended to address. The materials focus learning on concepts that are not required by the ELDS for ages 3-4 in math.	Building Blocks Pre-K Math is designed to help students to move forward in their mathematical understanding. Hence, the activities are written to be used to with students whose mathematical thinking is at a range of levels. Teachers are able to adapt activities to meet the

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				needs of their students and class. Please refer to the publisher response above in the non-negotiable section for a full reponse.
	3. Complexity of Curriculum Materials and Activities	**No**	The materials and activities do not 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).	Building Blocks Pre-K Math has a carefully constructed progression for building familiarity with shapes and with counting. Please refer to the publisher response above in the non-negotiable section for a full reponse.
	4. Quality of Curriculum Materials and Activities	**Yes**	The materials are consistent with Louisiana math standards.	
	5. Assessment	**Yes**	Assessments are consistent with the standards and are provided through a variety of appropriate methods.	
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	**Yes**	The materials are engaging and provided in different formats that appeal to student interests.	
	7. Scaffolding and Support	**Yes**	Two teacher volumes with weekly suggestions for scaffolding and support also include specific strategies and activities to promote concept development.	
	8. Activities/Materials Supporting Parental Participation	**Yes**	Parent resources provide families with the skills that are introduced for the week as well as with those that are upcoming.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

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

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

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

The 2018-2019 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Ascension, Bossier, Caddo, Central, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, InspireNOLA, Jefferson, KDHSA (Jefferson Parish Charter), Lafayette, Lincoln, Livingston, Orleans, Ouachita, Pointe Coupee, Rapides, Recovery School District, RSD - Choice Foundation, RSD – FirstLine, RSD – NOCP, St. Charles, St. Mary, St. Tammany, Tangipahoa, Vermilion, West Baton Rouge, West Feliciana, Zachary. This review represents the work of current classroom teachers with experience in grades PreK-5.

Appendix II.

Public Comments

There were no public comments submitted.