**Appendix B: Curriculum Alignment Technical Report [Tier 1 Review]**

Publishers/vendors submitting new curriculum to the Rhode Island Department of Education for review are required to complete the following technical report outlining the curriculum’s alignment with the 2023 Rhode Island Early Learning and Development Standards and with child development theory and research. The components in Appendix B comprise the “Tier 1” curriculum review process.

* *Note: Curricula eligible for review must not have been previously submitted to RIDE for review in 2021. RIDE is only reviewing new curricula and/or new versions (since 2021/2022) of a previously submitted curricula at this time.*

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| **TIER 1 REVIEW** | | |
| **Alignment** | **Definition** | **Review Process** |
| “Majority” or “complete” alignment | >/= 85% alignment | Will proceed to Tier 2 review. |
| “Minimal” to “partial” alignment | < 85% alignment | Will not proceed to Tier 2 review. |

**SECTION 1: CURRICULAR ALIGNMENT WITH THE RI EARLY LEARNING AND DEVELOPMENT STANDARDS (RIELDS)**

**Instructions**: Complete the following alignment charts, citing evidence that shows the alignment between the submitted curriculum and the 2023 RIELDS. Within the “Curriculum Submission Alignment Evidence” column, provide a bulleted list of evidence from the curriculum demonstrating alignment. The evidence provided should include examples from a representative sample of units that show the breadth and depth of the early learning standard it is cited for. Curricula that demonstrate complete alignment with the RIELDS offer strong, quality evidence that is clear and appropriate for each standard provided.

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| **DOMAIN 1: PHYSICAL HEALTH AND MOTOR DEVELOPMENT** | **CURRICULUM SUBMISSION ALIGNMENT EVIDENCE** |
| **COMPONENT / STANDARD** | |
| *PH 1: Health and Safety Practices* | |
| PH 1.a: Children engage in structured and unstructured physical activity. | Click or tap here to enter text. |
| PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them. | Click or tap here to enter text. |
| PH 1.c: Children develop self-help skills | Click or tap here to enter text. |
| *PH 2: Gross Motor Development* | |
| PH 2.a: Children develop large-muscle control, strength, and coordination | Click or tap here to enter text. |
| PH 2.b: Children develop traveling skills | Click or tap here to enter text. |
| PH 3.a: Children develop small-muscle control, strength, and coordination | Click or tap here to enter text. |
| PH 3: Fine Motor Development | |
| PH 3.a: Children develop small-muscle control, strength, and coordination | Click or tap here to enter text. |
| PH 3.b: Children develop writing and drawing skills. | Click or tap here to enter text. |

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| **DOMAIN 2: SOCIAL AND EMOTIONAL DEVELOPMENT** | **ALIGNMENT EVIDENCE** |
| **COMPONENT / STANDARD** | **CURRICULUM SUBMISSION ALIGNMENT** |
| *SE 1: Relationships with Others* | |
| SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives | Click or tap here to enter text. |
| SE 1.b: Children engage in positive relationships and interactions with other children. | Click or tap here to enter text. |
| *SE 2: Sense of Self* | |
| SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives. | Click or tap here to enter text. |
| SE 2.b: Children develop the confidence to complete an action successfully or independently. | Click or tap here to enter text. |
| *SE 3: Self-Regulation* | |
| SE 3.a: Children develop the ability to identify, express, and manage their emotions. | Click or tap here to enter text. |
| SE 3.b: Children develop the ability to manage impulses and express emotions appropriately even in challenging situations. | Click or tap here to enter text. |

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| **DOMAIN 3: LANGUAGE DEVELOPMENT** | **ALIGNMENT EVIDENCE** |
| **COMPONENT / STANDARD** | **CURRICULUM SUBMISSION ALIGNMENT** |
| *LD 1: Receptive/Interpretive Language* | |
| LD 1.a: Children attend to, understand, and respond to increasingly complex language. | Click or tap here to enter text. |
| *LD 2: Expressive Language* | |
| LD 2.a: Children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs. | Click or tap here to enter text. |
| *LD 3: Pragmatics* | |
| LD 3.a: Children understand, follow, and use appropriate social and conversational rules. | Click or tap here to enter text. |
| *LD 4: Language Development of Multilingual Learners* | |
| LD 4.a: Multilingual children attend to, understand, and respond to increasingly complex language on a range of topics, including personally meaningful experiences and texts (including digital texts) in English and their home language(s). | Click or tap here to enter text. |
| LD 4.b: Multilingual children become increasingly proficient in expressing their thoughts and ideas in English and their home language(s). | Click or tap here to enter text. |

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| **DOMAIN 4: LITERACY** | **ALIGNMENT EVIDENCE** |
| **COMPONENT / STANDARD** | **CURRICULUM SUBMISSION ALIGNMENT** |
| *L 1: Phonological Awareness* | |
| L 1.a: Children demonstrate awareness of spoken words, syllables, and sounds (phonemes). | Click or tap here to enter text. |
| *L 2: Print Concepts* | |
| L 2.a: Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names. | Click or tap here to enter text. |
| L 2.b: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text. | Click or tap here to enter text. |
| *L 3: Comprehension and Interest* | |
| L 3.a: Children show interest in and an understanding of a variety of literacy experiences. | Click or tap here to enter text. |
| *L 4: Language Development of Multilingual Learners* | |
| L 4.a: Multilingual children become increasingly engaged in literacy experiences in English and their home language(s). | Click or tap here to enter text. |
| *L 5: Emergent Writing* | |
| L 5.a: Children use a combination of drawing, dictating, and writing to show knowledge of writing conventions and demonstrate writing as a means of communication. | Click or tap here to enter text. |

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| **DOMAIN 5: COGNITIVE DEVELOPMENT** | **ALIGNMENT EVIDENCE** |
| **COMPONENT / STANDARD** | **CURRICULUM SUBMISSION ALIGNMENT** |
| *CD 1: Logic and Reasoning* | |
| CD 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems. | Click or tap here to enter text. |
| *CD 2: Memory and Working Memory* | |
| CD 2.a: Children hold information in their mind and manipulate it to perform tasks. | Click or tap here to enter text. |
| *CD 3: Attention and Inhibitory Control* | |
| CD 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task. | Click or tap here to enter text. |
| *CD: Cognitive Flexibility* | |
| CD 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives. | Click or tap here to enter text. |

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| **DOMAIN 6: MATHEMATICS** | **ALIGNMENT EVIDENCE** |
| **COMPONENT / STANDARD** | **CURRICULUM SUBMISSION ALIGNMENT** |
| *M 1: Number Sense and Quantity* | |
| M 1.a: Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent. | Click or tap here to enter text. |
| *M 2: Number Relationships and Operations* | |
| M 2.a: Children learn to use numbers to compare quantities and solve mathematical situations. | Click or tap here to enter text. |
| *M 3: Classification and Patterning* | |
| M 3.a: Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern. | Click or tap here to enter text. |
| *M 4: Measurement, Comparison, and Ordering* | |
| M 4.a: Children learn to measure objects by their various attributes to make comparisons. | Click or tap here to enter text. |
| *M 5: Geometry and Spatial Sense* | |
| M 5.a: Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space. | Click or tap here to enter text. |

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| **DOMAIN 7: SCIENCE** | **ALIGNMENT EVIDENCE** |
| **COMPONENT / STANDARD** | **CURRICULUM SUBMISSION ALIGNMENT** |
| *S 1: Scientific Practices and Application* | |
| S 1.a: Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems. | Click or tap here to enter text. |
| *S 2: Physical Science* | |
| S 2.a: Children gain increasing knowledge of basic concepts related to the properties of objects and materials, forces and motion, and energy (light and sound). | Click or tap here to enter text. |
| *S 3: Earth and Space Science* | |
| S 3.a: Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive. | Click or tap here to enter text. |
| *S 4: Life Science* | |
| S 4.a: Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment. | Click or tap here to enter text. |

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| **DOMAIN 8: SOCIAL STUDIES** | **ALIGNMENT EVIDENCE** |
| **COMPONENT / STANDARD** | **CURRICULUM SUBMISSION ALIGNMENT** |
| *SS 1: Civics & Government* | |
| SS 1.a: Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society. | Click or tap here to enter text. |
| *S 2: Economics* | |
| SS 2.a: Children demonstrate increasing knowledge of basic economic concepts such as supply and demand, occupations, and currency. | Click or tap here to enter text. |
| *SS 3: History* | |
| SS 3.a: Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world. | Click or tap here to enter text. |
| SS 3.b: Children gain awareness of themselves and others as members of diverse families, communities, and cultures. | Click or tap here to enter text. |
| *SS 4:* *Geography* | |
| SS 4.a: Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live. | Click or tap here to enter text. |

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| **DOMAIN 9: CREATIVE ARTS** | **ALIGNMENT EVIDENCE** |
| **COMPONENT / STANDARD** | **CURRICULUM SUBMISSION ALIGNMENT** |
| *CA 1: Experimentation and Participation in the Creative Arts* | |
| CA 1.a: Children gain an appreciation for and participate in the creative arts related to music & movement, drama, and the visual arts. | Click or tap here to enter text. |

**SECTION 2: EVIDENCE-BASED AND THEORETICAL METHODOLOGY**

**Instructions**: In the space provided, provide a thorough description of how the curriculum submission articulates a theoretical and/or evidence-base grounded in child development research. Please provide citations of supporting research and theory to support the curriculum’s basis. Provide links to supplemental resources (e.g., research articles) relevant to this section's criteria.

Click or tap here to enter text.