



RIDE Rhode Island
Department
of Education



2024 RHODE ISLAND EARLY LEARNING CURRICULUM REVIEW AND ENDORSEMENT

GUIDANCE DOCUMENT

INTRODUCTION

In February 2024, the Rhode Island Department of Elementary and Secondary Education (RIDE) issued a Request for Curriculum to publishers of evidence-based, comprehensive and/or content/domain-specific curriculum for children ages three to five to align with the state's 2023 Early Learning and Development Standards (RIELDS) and other metrics of a high-quality early learning curriculum. Through submissions received, RIDE has been able to engage in a multitiered curriculum review process alongside teams of educators and promote a final list of curriculum that is RIDE-Endorsed. This assessment and final curriculum endorsement is to be used for the purposes of selecting curricula in licensed child care centers, family child care homes, Head Starts, RI Pre-K programs, Local Education Agencies, and other early childhood programs across the state.

BACKGROUND

The Rhode Island Department of Education and the Executive Office of Health and Human Services worked collaboratively with national experts, Rhode Island's higher education community, and Rhode Island's early childhood stakeholders to form the 2023 RI Early Learning and Development Standards (RIELDS). These standards, which were approved for use by the Council on Elementary and Secondary Education on January 24, 2023, reshape the Science and Social Studies domains for topical alignment with the K-12 Next Generation Science Standards, and the Rhode Island Social Studies Standards. The RIELDS revision defines age-ranges (e.g., 0-9 months, 9-18 months) at each milestone to represent the variation of timing in which children will meet different developmental milestones. Additionally, the 2023 RIELDS reflects a universal design and is inclusive of all children, with special consideration for multilingual learners, and children with disabilities. The RIELDS are set forth with the following important considerations, which are relevant to all early learners:

- ✓ **Early learning occurs within the context of nurturing relationships;** it is only through consistent and secure early relationships that children feel safe enough to explore their environments and learn. Play—especially with adults and with other children—is a key element for early learning and a primary vehicle through which young children begin to understand themselves in relation to others and to orient themselves to the world and to the delight of learning.
- ✓ **Early learning is integrated across all areas of development;** and while specific domains of learning are identified, each area of learning is influenced by progress in others. As well, each child may progress at different rates in each of the domains. Finally, while learning is sequential—starting simple (concrete) and becoming more complex (abstract)—development unfolds in fits and starts.
- ✓ **Early learning is rooted in culture and supported by the family.**

RHODE ISLAND DEFINITION OF CURRICULUM

Curriculum is a standards-based sequence of planned learning experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. The structure, organization, and considerations in a curriculum are

created in order to enhance student learning and facilitate instruction. Curriculum must include the necessary goals, methods, materials, and assessments to effectively support instruction and learning. For additional information of how Curriculum has been defined in Rhode Island please visit the following state resource:

- <https://www.ride.ri.gov/InstructionAssessment/Curriculum/CurriculumDefinition.aspx>

CURRICULUM REVIEW AND ENDORSEMENT PROCESS

Vendors/publishers interested in submitting curricula to RIDE for the Alignment review in response to the *Request for Curriculum (RFC)* letter were required to submit: 2 Full copies of the Curriculum to RIDE, a completed Appendix A (Cover Sheet), and a completed Appendix B: Technical Alignment Report.

RIDE welcomed submissions of comprehensive and/or content/domain-specific, and printed and/or digital curriculum for children ages three to five for the review. Eligible curricula must not have been previously submitted to RIDE for review. If a previously submitted curricula had a new version or edition available, then it was eligible for resubmission. Furthermore, RIDE did not vet locally-developed curriculum submissions during this review period.

- *Note: Curricula endorsed in 2021 are still considered RIDE-endorsed and have been vetted for alignment against the 2023 RIELDS.*

CRITERION FOR REVIEW

The curriculum review consisted of a 2-tiered review process (*see figure 1*) wherein:

TIER 1 REVIEW (47 POINTS)		
CATEGORY	POINTS	SECTION BREAKDOWN
Curricular Alignment with the RIELDS	43	<ul style="list-style-type: none"> • The curriculum aligns with the 2023 Rhode Island Early Learning and Development Standards, demonstrating connections between developmental domains, components, and standards in breadth and depth. • Cited alignment evidence includes example from a representative sample of units across the curriculum.
Evidence-Based and Theoretical Methodology	4	<ul style="list-style-type: none"> • The curriculum is based on sound child development theory and is supported by child development research.

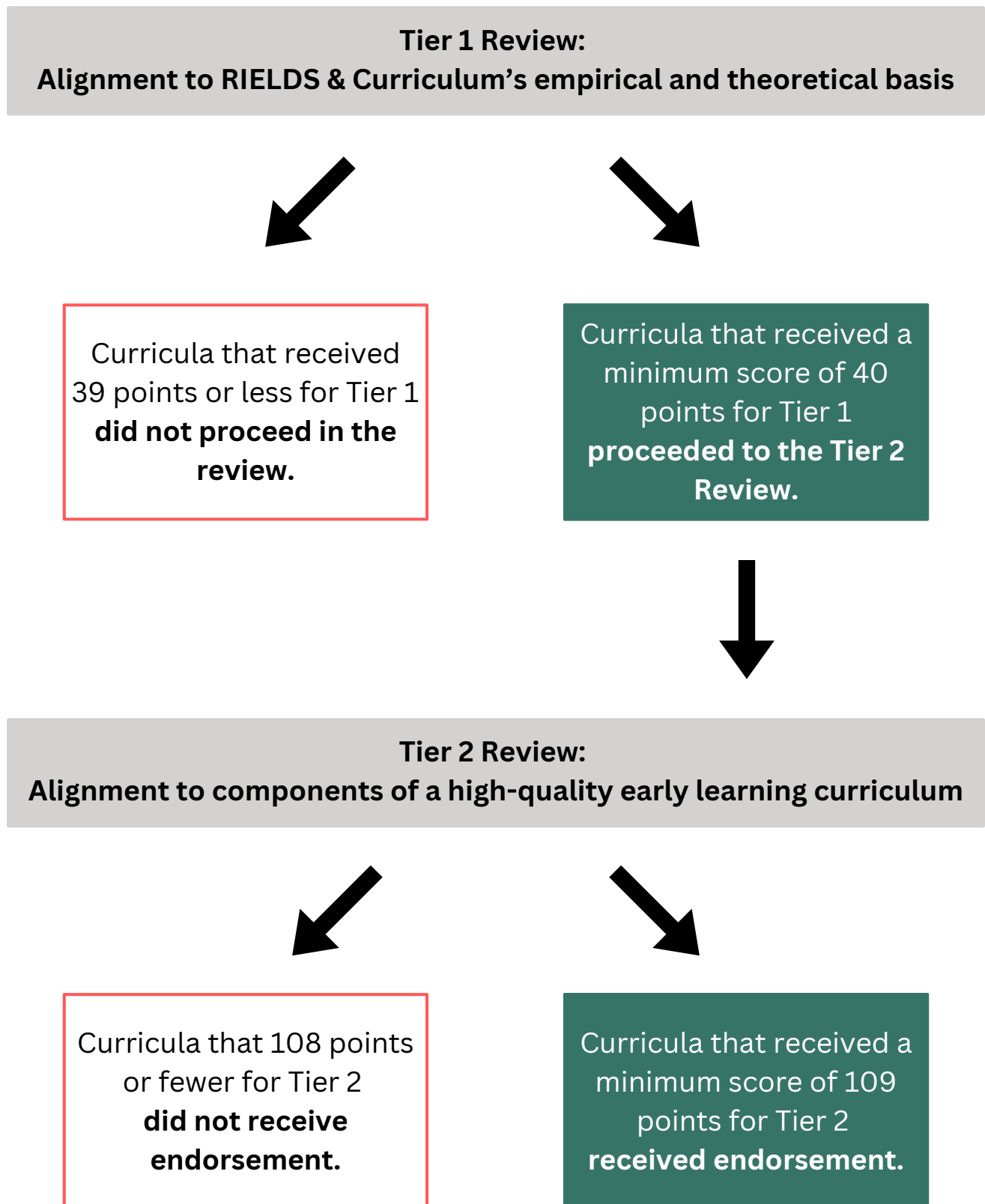
Curricula that demonstrated a strong alignment with the criterion in Tier 1 (>= 85% or a minimum score of 40) will proceed to the Tier 2 review process. Curricula that did not demonstrate a strong alignment with the criterion in Tier 1 (< 85%) did not proceed in the review.

TIER 2 REVIEW (128 POINTS)

CATEGORY	POINTS	SECTION SUMMARY
Goals and Objectives	16	<ul style="list-style-type: none"> The goals and objectives are specific, measurable, and child focused; developmentally appropriate and aligned with the RIELDS; and support the integrated nature of child development.
Developmentally Appropriate Practice	36	<ul style="list-style-type: none"> The curriculum is designed for use with children 3-5 years and promotes optimal child development through a strengths-based, play-based approach to joyful, engaged learning that is reflective of child differences. The curriculum offers variety in learning experiences, recommended teaching strategies, differentiated supports, and supports a progression of learning that increases in complexity.
Curricular Materials	16	<ul style="list-style-type: none"> The curriculum offers materials that are developmentally appropriate for children 3-5 years; are multi-purpose and open-ended; are culturally responsive and reflective of differences; and are offered in languages other than English (where applicable).
Child Assessment System	24	<ul style="list-style-type: none"> The curriculum offers a child assessment system that comprehensively assesses all domains of child development that it is intended to support; is aligned with the RIELDS; promotes the collection of child-level data through authentic practices; and informs curricular and instructional decision-making. The curriculum offers a record keeping system for the storage of child assessment data and the has the functionality to share child outcomes data with families.
Usability, Support, and Professional Development	28	<ul style="list-style-type: none"> The curriculum demonstrates usability for all educators, regardless of a teacher's experience level and educational background, and includes materials and ongoing professional learning to support educators with unpacking and implementing the curriculum with integrity. The curriculum provides flexibility for differentiated instruction. The curriculum offers a predictable, yet flexible, recommended daily schedule that is developmentally appropriate for children ages 3-5 years.
Family Engagement	8	<ul style="list-style-type: none"> The curriculum promotes family engagement by offering information and resources to support family activities and regular bidirectional communication.

Curricula that received a consensus score of $\geq 85\%$ (minimum score of 109) will be RIDE-endorsed.

Figure 1: Curriculum Review and Endorsement Process



CURRICULUM REVIEW COMMITTEE

RIDE recruited and selected content-area specialists and early learning professionals to form a curriculum review committee. Members that comprised the curriculum review committee were diverse in experience and brought to the team a unique and informative perspective on early learning curriculum, instruction, and assessment. The committee consisted of members from the following sectors:

- *Content-area specialists*
- *General and special education preschool/pre-k educators*
- *Kindergarten educators*
- *Education Coordinators*
- *School/Program Administrators*
- *Professional Development and Technical Assistance Providers*
- *Higher Education Faculty*

The committee participated in the Tier 1 and 2 review processes. Each committee member conducted a detailed, independent review of the curriculum utilizing a RIDE-developed rubric containing the Tier 1 or 2 criterion (indicated above). Reviewers had access to a complete copy of the curriculum for the review. Upon completion of the review, committees met, discussed feedback, and determined a consensus score for each submission.

RIDE ENDORSED PRESCHOOL/PRE-K CURRICULUM

Through submissions received, RIDE is able to publish a final list of curricula that is RIDE-endorsed. An early learning curriculum is considered to have met the minimum requirements for endorsement if it has been determined that it meets a majority of the indicators as outlined in the Tier 1 and Tier 2 review criterion.

The newly endorsed curriculum list (Figure 2) and complete, comprehensive list (Figure 3) are to be used for the purposes of selecting curricula in licensed child care centers, family child care homes, Head Starts, RI Pre-K programs, and other early childhood programs. Schools/Programs are encouraged to conduct their own review of the materials before making their final curriculum adoption decisions. Sets of each curriculum will be available at the [Center for Early Learning Professionals](#) to preview prior to purchase.

Figure 2: 2024 additions to the RIDE Endorsed Preschool/Pre-K Curriculum List

ENDORSED PRE-K CURRICULUM	PUBLISHER	EDITION
Focus on 3s (2024)	Boston Public Schools	N/A
Focus on 4s (2024)		N/A
Building Blocks Pre-K Math (2025)	McGraw Hill, LLC	N/A
Eureka Math Squared: PK: How Many? (2023)	Great Minds PBC	1st Edition
Frog Street Pre-K (2020)	Frog Street Press, LLC	1st Edition
The Creative Curriculum for Pre-K (2024)	Teaching Strategies, LLC	1st Edition

Figure 3: RIDE Endorsed Preschool/Pre-K Curriculum List (complete list)

ENDORSED PRE-K CURRICULUM	PUBLISHER	EDITION	YEAR ENDORSED
Focus on Pre-K (2015)	Boston Public Schools	N/A	2019
Focus on 3s (2024)		N/A	2024
Focus on 4s (2024)		N/A	2024
Building Blocks Pre-K Math (2025)	McGraw Hill, LLC	N/A	2024
Eureka Math Squared: PK: How Many? (2023)	Great Minds PBC	1st Edition	2024
Frog Street Pre-K (2020)	Frog Street Press, LLC	1st Edition	2024
HighScope Preschool Curriculum (2012, with components from 2016-2018)	HighScope Educational Research Foundation	4th Edition	2019
The Investigator Club PreKindergarten Learning System (2022)	Robert-Leslie Publishing, LLC	3rd Edition	2021
Tools of the Mind (2020)	Tools of the Mind	8.1 Edition	2021
The Creative Curriculum for Preschool (2021, 2016)	Teaching Strategies, LLC	Guided Edition 6th Edition	2021 2019
The Creative Curriculum for Pre-K (2024)		1st Edition	2024