### 2018 Instructional Materials Adoption procedure is subject to change based on pending legislation.

## NON-NEGOTIABLE EVALUATION CRITERIA

2019-2025  
Group 1 – Universal Pre-K  
CCR: Pre-K Curriculum

<table>
<thead>
<tr>
<th>Equity, Accessibility, and Format</th>
<th>Yes</th>
<th>No</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>1. INTER-ETHNIC</td>
<td></td>
<td></td>
<td>The instructional material meets the requirements of inter-ethnic: concepts, content, and illustrations, as set by West Virginia Board of Education Policy 2445.41.</td>
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McGraw-Hill Education and McGraw-Hill School Education, LLC, are committed to publishing pedagogically sound, high-quality, educational material that is fair, unbiased, and that recognizes the unique contributions of people of all races, cultures, and faiths.

To ensure that our textbooks meet these high standards, all textbooks are authored by scholars and educators who are recognized experts in their areas of specialty. McGraw-Hill School Education, LLC also submits manuscripts to independent scholars and teachers for their review. The recommendations of these educators and specialists are then incorporated into the manuscript to ensure that the materials are accurate and unbiased, present the materials in an age-appropriate and meaningful manner, and reflect...
2. **EQUAL OPPORTUNITY**

The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles, contributions, experiences and achievements of males and females in American and other cultures.

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To ensure that our textbooks meet these high standards, all textbooks are authored by scholars and educators who are recognized experts in their areas of specialty. McGraw-Hill School Education, LLC also submits manuscripts to independent scholars and teachers for their review. The recommendations of these educators and specialists are then incorporated into the manuscript to ensure that the materials are accurate and unbiased, present the materials in an age-appropriate and meaningful manner, and reflect the most current research in the subject area.

3. **BIAS**

The instructional material is free of political bias.

McGraw-Hill Education and McGraw-Hill School Education, LLC, are committed to publishing pedagogically sound, high-quality, educational material that is fair, unbiased, and that recognizes the unique contributions of people of all races, cultures, and faiths.

To ensure that our textbooks meet these high standards, all textbooks are authored by scholars and educators who are recognized experts in their areas of specialty. McGraw-Hill School Education, LLC also submits manuscripts to independent scholars and teachers for their review. The recommendations of these educators and specialists are then incorporated into the manuscript to ensure that the materials are accurate and unbiased, present the materials in an age-appropriate and meaningful manner, and reflect the most current research in the subject area.
### 4. COMMON CORE

The instructional materials do not reference Common Core academic standards. (WV Code §18-2E-1b-1)

This program does not reference Common Core State Standards.

There are no Common Core State Standards for PreK. Our instructional materials were developed using the Head Start standards/Early Learning Outcomes Framework as a key document in ensuring we meet children’s early learning needs. Please refer to criterion 6 for additional detail.

### 5. INSTRUCTIONAL PRACTICES

Materials/strategies such as worksheets, extended periods of sitting, seat work at desks or tables, flashcards, prescribed sequence of content, content areas taught in isolation, requiring all children to be working on the same skill, lack of individualization, or a high level of teacher directed instruction are not included. (WVBE Policy 2525 15.4.a.)

*World of Wonders* addresses the flexible nature of the early childhood classroom while helping teachers make the most of their instructional time.

- **Introduce key classroom routines** and build content knowledge to develop skills and prepare children for kindergarten.
- **Integrate your favorite materials** into thoughtfully designed lesson structures around favorite themes.
- **Support the needs of your students** through differentiated pathways for children ages 3 to 5, including English learners and children with special needs.

Effective teachers use integrated learning to organize large amounts of content into meaningful concepts. Thematic teaching that works helps children understand topics well, as opposed to teaching content areas in isolation. *World of Wonders* provides thematic coherence across each 4-week cross-curricular unit.

Suggestions for how to set up the classroom for active learning are provided in the *Welcome to World of Wonders* handbook pp. 6-9, with specific center activity suggestions in each unit TE on pp. 26-27. Research foundations for thematic teaching can be found in *Welcome to World of Wonders* pp. 30-31.

### 6. RESEARCH-BASED CURRICULAR FRAMEWORK

Instructional materials are part of an early childhood curricular framework consistent with research on how children develop and learn.

*World of Wonders* was developed based on the most current research on effective early childhood development practices. McGraw-Hill Education compiled the early childhood standards from ten states with large Pre-K instructional material needs and used these as our reference points when structuring and writing the program.
While there is some variance in standard details across states (e.g., one state has children count to 20, while another has them count to 30), we address all of them. To ensure we were meeting children’s early learning needs, we also used the Head Start Standards/Early Learning Outcomes Framework (https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf) as a key document. Additional reference documents we used for program development include those provided by NAEYC (National Association for the Education of Young Children) (http://www.naeyc.org/academy/torch-resource/naeyc-early-childhood-program-standards-and-accreditation-criteria-guidance-assessment).

Research base for the program can also be found in the Welcome to World of Wonders handbook, pp. 12-42.
**GENERAL EVALUATION CRITERIA**

**2019-2025**

**Group 1 – Universal Pre-K**

Curricular systems for WV Universal Pre-K will establish a comprehensive framework which provides high-quality, appropriate learning processes that create an engaging and responsive environment that supports each child’s development in all domains. The curricular system, along with the approved curricular assessment, and the content standards and objectives, will be a part of an inter-related system that measures a child’s progress on a continuum of development and individualize the children’s educational opportunities. To be recommended for approval as a WV Universal Pre-K curriculum, materials must be rated “In depth” or “Adequate” on 80% of the criteria.

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<tr>
<th>Vendor/Publisher</th>
<th>(Vendor/Publisher)</th>
<th>(IMR Committee) Responses</th>
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<td><strong>COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT</strong></td>
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<tr>
<td>In addition to alignment of Content Standards, materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:</td>
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| **A. Philosophy** | | | | | |
| Curricular system that is based on current research and knowledge of child development and learning styles. It should reflect an understanding of how children learn and develop by: | | | | | |

| **World of Wonders ©** is an engaging early childhood literacy program that builds strong pre-reading and social-emotional skills while incorporating content areas like math, science, social studies, music, and movement. Young students gain rich learning experiences through cross-curricular activities and a focus on social-emotional development. These threads combine to give them the background knowledge they need to enter kindergarten with confidence. | | | | |

| 1. Addressing the developmental needs of children through practices that are consistent with current research, nationally recognized, and most effective practices. (All domains are taught in an integrated manner, not in isolation.) | | | | |
World of Wonders provides daily instruction in the foundational blocks for early learning. Each day, students are engaged in Social-Emotional time, Alphabet time, Book time, and Cross-Curricular time. Within each block of instruction, daily circle time addresses key concepts and standards followed up with in-depth Teacher Table time to explore further. Rich language and listening comprehension is developed using a mix of fiction and nonfiction, as well as cultural literacy through nursery rhymes and folk tales. Daily whole and small group content lessons and hands-on activities in science and social studies tightly link to the unit themes. Students are engaged in free and guided play prompts to support learning. Daily math lessons are systematic and recursive to ensure mastery. Students are supported with hands-on learning to make math meaningful and relevant. Every week students develop both gross and fine motor skills through music, art, and movement.

Every day of instruction opens with the “Starting Our Day” section, which offers a welcome, morning message, and daily schedule. World of Wonders also includes instructionally oriented transitions (using songs, conversation
prompts, “Meal Talk”, sign language, etc.) between lessons/activities that review concepts, incorporate cross-curricular support, and connect to what students are learning. This helps teachers turn transition time into reinforcement time.

Children are active learners in every sense in the World of Wonders program as they play games and participate in movement activities relating to all areas of instruction and move between centers for independent play and exploration. Physical development, including gross and fine motor skills are a specific focus of instruction each week in the Music and Movement lessons, including suggestions for active outdoor play activities. Health and safety lessons are frequently included as part of the social-emotional development strand in the Starting Our Day activities.

In addition to learning centers (see response 5 below for detail), active student engagement in the learning process is fostered by:

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<td>1.</td>
<td>Use of resources such as flipcharts, big books, and read-alouds that provide prompts for classroom discussion and activities/games that connect to the instructional focus for the day/week/unit. For example, the Social</td>
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<td>2.</td>
<td>Valuing exploration, creativity, and construction as the child’s primary learning approaches (Children are actively moving about the room, interacting, exploring and investigating their environment.)</td>
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<tr>
<td>3.</td>
<td>Engaging children actively in the learning process and providing them opportunities to make meaningful choices. (Worksheets are not utilized in any manner.)</td>
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Emotional Big Books include “Time to Talk” and “Time to Do” prompts after every story (3 stories per book) that offer choices for discussion and activity connected to a key SEL skill in each story.

- Teacher’s Choice options encourage teachers to incorporate resources that support students’ interests and choice. Week 4 in every unit is the Teacher’s Choice week, and the Teacher’s Choice Teacher’s Edition “My Favorite Themes” provides mini-unit content around popular themes, such as dinosaurs and seasons. World of Wonders provides templates to help teachers design their Teacher’s Choice units to engage children and foster their interests and choices.

- Differentiated pathways provide developmentally appropriate instruction and activities for 3- and 4-year-olds, as well as advanced learners (with support for English Learners and students with diverse needs), ensuring that students are engaged in the learning process, and not frustrated with content that is too advanced, or not challenging enough. The pathways include many options for engagement, such as encouraging children to share what they know and create artifacts such as posters, drawings, and journals that give them opportunities to choose how they will...
express their thoughts and knowledge.
• Finally, the World of Wonders digital workspace for students fosters engagement at school and at home, with e-books, music and movement videos, and games that connect to instruction, but allow students to choose their mode of engagement.

World of Wonders provides two main types of assessment for gathering informative data: authentic and formal.

• Authentic assessment includes performance assessment, which is conducted through daily observation in the classroom. Observation forms and checklists are provided to document children’s progress, and these observations inform small group instruction at the Teacher Table. Work Samples, or portfolios, collect and evaluate children’s work (in both digital and print formats). Rubrics and forms are provided to record progress and share with parents. Finally, Developmental Red Flags use observation of behavior and physical growth to help identify children who need additional, formal evaluation for special services.

4. Responding to individual child interests, strengths and needs based on ongoing observation and assessment. (Sequence of content is determined by individual child assessment and child interest.)
**Formal assessment** is delivered via the Assessment Flip Book and select assessments in the Assessment Handbook. Teachers use the flip book and handbook to periodically assess growth in language, math, and motor skills.

All of the rubrics and forms can be found in the Assessment Handbook, which is a digital-only component, available through ConnectED.

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<tr>
<th>Learning centers cover a wide range of learning opportunities. If you look on <em>Welcome to World of Wonders</em> booklet page 6 (with further research support and details on pages 26-27), you will see where we help teachers set up learning centers. As we say, “The learning centers should be open-ended so there are ample opportunities for free play.” This is the philosophy of the program. Once these centers are established, each unit offers suggestions on Teacher’s Edition pages 26-27 for additional resources related to the theme and key learning objectives. For</th>
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5. Supporting children so they will view themselves as part of a larger community (**Children’s needs and interests should be considered, and peer to peer opportunities should be supported.**)

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example, when learning about “Our Neighborhood” the teacher is recommended to include community worker hats and tools in the Dramatic Play Center for children to free play to verbalize and express their growing understanding of community workers. In another unit children are exploring floating and sinking, so the teacher is recommended to include a wide variety of objects at a water table for children to experiment with. Just looking at the centers in one unit (see Unit 1 pages 26-27) and you will see recommendations such as (1) Alphabet Center, Letter Sort: Children sort letter cards, magnetic letters, foam letters, and others. (2) Dramatic Play, Dress Up: Children play dress up with a wide assortment of clothing options to express their individuality. (3) Math and Manipulatives, Building Cubes: Children connect cubes to explore varying lengths and sizes. (4) Science and Discover, Take a Closer Look: Children use hand lenses to explore objects. (5) Art and Construction, Fingerprint Art: Children create pictures using paint and fingerprints. These are far from prescriptive. In addition, teachers are
provided with Purposeful Play Prompts to guide their interactions with children during center time to facilitate meaty, language-enriched conversations and learning.

Teachers are also taught techniques such as narrating, revoicing, and asking open-ended questions (see Math Centers throughout each Teacher’s Guide) to develop deeper understandings of concepts and problem-solving skills. At times in the daily lessons there are some more product-based suggestions (that children can complete independently or with minimal guidance) for teachers wanting something to put in a child’s portfolio or to send home to families. For example, in Unit 1 page 101, the suggestion is offered that teachers provide letter stamps and ink pads for children to make their names. On page 94 the suggestion is offered that teachers provide construction paper for children to make Ff fans by drawing and/or gluing Ff pictures since they are focusing on Ff that week. Teachers can also choose to do these more product-based activities at the teacher table.

| 6. Emphasizing 21st century learning skills for the development of processing skills through strategies such as open-ended questions, investigations, imaginative and dramatic play, and peer interactions. (Flashcards or worksheets are not utilized in any manner.) |   |   |   |
These are only suggestions that add to the multitude of open-ended resources and materials available during center time, which is focused primarily on developmentally-appropriate purposeful free play.

Families and family engagement is a critical aspect of the program. Online you will find a Family Portal with a wealth of materials for families, including ideas to support learning at home and resources for them to connect with the classroom and better understand the learning goals for their children. We do begin each unit with a Family and Community spread (two pages) to highlight the importance of family communication and involvement throughout the entire unit. We begin by sending home a family letter that details the key learning goals for the unit and provides families with activities to support learning at-home. These "Ideas for Busy Families" include activities while riding in the car, preparing meals, or getting ready for bedtime. These realistic activities for already time-crunched families have been a welcomed part of the program and come in 10 languages. We also teach parents an at-home read aloud routine to improve the quality of interactions

| 7. Providing supports and strategies to link home and school to promote the role of families as partners in planning and implementing the child’s growth. |
during this valuable time with books the children bring home, books the families have at home, and (yes) books they get free at the local library. We also provide a bibliography for families of books readily available at local and school libraries to help them easily locate books connected to the unit theme and vetted by literature experts. They, of course, do not “have” to get these books. In addition, take-home games and activities are suggested for further at-home connections, including setting up a classroom game lending library so parents don’t have to find or buy resources. We also encourage teachers to involve family members in classroom activities. See the “Invite a Family Member” suggestion on page 29 of each unit for examples of these ideas. Nowhere in the program do we require families to make purchases or go outside the home (we even have ideas for virtual fieldtrips so they can explore places from their home computers). Also, the wealth of resources for parents helps to meet the wide range of needs they might have.

Diversity is a major consideration when seeking authors, academic consultants, teacher reviewers, and teacher advisory board members. Every effort is made to include participants who reflect the

8. Including guidance and activities that reflect a variety of cultures, languages, ages, abilities and beliefs.
racial, ethnic, and linguistic diversity of the markets that we serve. Working with these professionals gives us the benefit of their perspectives as we strive to make better products.

We strive to provide accurate, credible, and relevant services, programs, and support, and we have the honor and privilege of providing instructional materials that empower great teaching.

*World of Wonders* is systematically designed to build fundamental literacy and social-emotional skills, while incorporating daily math, social studies, science, music, and movement for strong cross-curricular connections. Development of the program was guided by best practices in early childhood development as outlined in standards and frameworks including the NAEYC Early Childhood Program Standards and Accreditation Criteria and the Head Start Child Development and Early Learning Framework. As a result, *World of Wonders* provides support for the five central domains outlined in the Head Start framework: Approaches to Learning; Social and Emotional Development; Language and Literacy; Cognition; and Perceptual, Motor, and Physical Development.

9. Including intentional teaching strategies that focus on acceptance and respect of all individuals. Each child’s home culture and language are brought into the classroom as part of this shared classroom community.
The social emotional big books contain stories model positive behaviors for children, and provide prompts to stimulate group discussion about why it’s important to respect feelings, share, and work together with others.

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<th>B. Implementation</th>
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<tr>
<td>The curriculum provides clear direction for how implementation supports the philosophy by:</td>
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**World of Wonders** © is an engaging early childhood literacy program that builds strong pre-reading and social-emotional skills while incorporating content areas like math, science, social studies, music, and movement. Young students gain rich learning experiences through cross-curricular activities and a focus on social-emotional development. These threads combine to give them the background knowledge they need to enter kindergarten with confidence. **World of Wonders** provides daily instruction in the foundational blocks for early learning. Each day, students are engaged in Social-Emotional time, Alphabet time, Book time, and Cross-Curricular time. Within each block of instruction, daily circle time addresses key concepts and standards followed up with in-depth Teacher Table time to

10. Providing children with opportunities to make independent choices and decisions within the environment, pertaining to interactions, engagement, and use of materials and center activities.
explore further. Rich language and listening comprehension is developed using a mix of fiction and nonfiction, as well as cultural literacy through nursery rhymes and folk tales. Daily whole and small group content lessons and hands-on activities in science and social studies tightly link to the unit themes. Students are engaged in free and guided play prompts to support learning. Daily math lessons are systematic and recursive to ensure mastery. Students are supported with hands-on learning to make math meaningful and relevant. Every week students develop both gross and fine motor skills through music, art, and movement.

Every day of instruction opens with the “Starting Our Day” section, which offers a welcome, morning message, and daily schedule. World of Wonders also includes instructionally oriented transitions (using songs, conversation prompts, “Meal Talk”, sign language, etc.) between lessons/activities that review concepts, incorporate cross-curricular support, and connect to what students are learning. This helps teachers turn transition time into reinforcement time.

Teachers are taught techniques such as narrating, revoicing, and asking open-ended questions to support children as active and individual learners by presenting opportunities for children to engage in open-ended activities that facilitate investigative, constructive, and
ended questions (see Math Centers throughout each Teacher’s Guide) to develop deeper understandings of concepts and problem-solving skills. At times in the daily lessons there are some more product-based suggestions (that children can complete independently or with minimal guidance) for teachers wanting something to put in a child’s portfolio or to send home to families. For example, in Unit 1 page 101, the suggestion is offered that teachers provide letter stamps and ink pads for children to make their names. On page 94 the suggestion is offered that teachers provide construction paper for children to make Ff fans by drawing and/or gluing Ff pictures since they are focusing on Ff that week. Teachers can also choose to do these more product-based activities at the teacher table. These are only suggestions that add to the multitude of open-ended resources and materials available during center time, which is focused primarily on developmentally-appropriate purposeful free play.

*World of Wonders* was developed to meet the wide variety of needs in the Pre-K classroom, including a wide range of ages and stages of readiness for the demands of Pre-K and kindergarten. We provide several clear, developmentally

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<td>independent engagement in learning activities.</td>
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<td>12.</td>
<td>Providing opportunities for English language learners to develop expressive and receptive language.</td>
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appropriate instructional paths to help Pre-K teachers differentiate effectively at this critical time in a child’s development. We offer adaptations for English learners as well as students with special needs, along with practical ideas for adjusting instruction to meet those students where they are and take them where they need to go. The weekly planner and daily instructional guidance in World of Wonders outline differentiated pathways to address the needs of:

- 3-year-olds and children in need of extra support
- 4-year-olds
- Transitional kindergarten and advanced learners
- English language learners
- Adaptations for children with special needs

World of Wonders PreK is uniquely designed to insure that students are provided developmentally appropriate experiences at each stage of development, through its differentiated instructional pathways for 3-year-olds and students needing extra support, 4-year-olds, and advanced learners. Teachers can track student progress toward milestone behaviors through the provided unit checklists, in which the

13. Offering a least restrictive environment for children with special needs that provide opportunities to develop across domains through interaction with peers and adults. Individualized modifications and adaptations provide each child with opportunities to reach their full potential.
teacher records each target behavior as being displayed usually, sometimes, seldom, or never. Checklists can be used to track development in all domains of learning, including language and early literacy, mathematics, science, social studies, fine art, health and safety, personal and social development, physical development, and technology use. Also, development red flags are provided for the teacher, flagging specific behaviors that might indicate areas of concern. Throughout the program, accommodations are suggested for students with special needs. Weekly send-home letters provide parents or other involved adults with suggested activities to support the learning goals in the classroom.  
World of Wonders provides weekly explicit lesson plans for the teacher with student learning outcomes for each week of instruction as well as weekly focus questions and daily morning messages for students. World of Wonders also includes a variety of whole group and differentiated small group lessons and center activities with purposeful play to achieve weekly and unit learning goals covering all of the essential domains of school readiness. Included in each unit’s instructional plan are suggestions for parent involvement both at home and in the classroom.
Young students gain rich learning experiences through cross-curricular activities and a focus on social-emotional development. These threads combine to give them the background knowledge they need to enter kindergarten with confidence.

*World of Wonders* provides daily instruction in the foundational blocks for early learning. Each day, students are engaged in Social-Emotional time, Alphabet time, Book time, and Cross-Curricular time. Within each block of instruction, daily circle time addresses key concepts and standards followed up with in-depth Teacher Table time to explore further. Rich language and listening comprehension is developed using a mix of fiction and nonfiction, as well as cultural literacy through nursery rhymes and folk tales. Daily whole and small group content lessons and hands-on activities in science and social studies tightly link to the unit themes. Students are engaged in free and guided play prompts to support learning. Daily math lessons are systematic and recursive to ensure mastery. Students are supported

14. Embedding experiences that develop abstract thinking by providing opportunities for active exploration pretend play, and symbolic communication.
with hands-on learning to make math meaningful and relevant. Every week students develop both gross and fine motor skills through music, art, and movement.

Every day of instruction opens with the “Starting Our Day” section, which offers a welcome, morning message, and daily schedule. World of Wonders also includes instructionally oriented transitions (using songs, conversation prompts, “Meal Talk”, sign language, etc.) between lessons/activities that review concepts, incorporate cross-curricular support, and connect to what students are learning. This helps teachers turn transition time into reinforcement time.

World of Wonders supplies a comprehensive, structured curriculum and ongoing formative assessments and includes suggested center activities, whole and small-group instruction, gross and fine motor activities, and classroom resources that will meet all requirements of a rich educational environment and high-quality teacher-student interactions.

Implementation of the World of Wonders curriculum will insure that 15. Utilizing the environment as the child’s third teacher. Guide environmental design in a manner that supports discovery, small group, and individual learning, exploration, problem solving, and develop a sense of community.
early childhood classrooms successfully meet all of the early childhood instructional expectations, from classroom environment to adult-child interactions and instructional learning formats, and including ideas for daily events such as arrival/departure, center time, and mealtime.

Every day of instruction opens with the “Starting Our Day” section, which offers a welcome, morning message, and daily schedule. *World of Wonders* also includes instructionally oriented transitions (using songs, conversation prompts, “Meal Talk”, sign language, etc.) between lessons/activities that review concepts, incorporate cross-curricular support, and connect to what students are learning. This helps teachers turn transition time into reinforcement time; they can also connect what children learn in the classroom with their time at home through family-school letters that offer suggestions for things to talk about and do at snack time or bedtime.

Within *World of Wonders*, there are embedded assessments and progress monitoring for literacy, as well as math.

and gross and fine motor skill development growth over time.  

*World of Wonders* provides two main types of assessment for gathering informative data: authentic and formal.

- **Authentic assessment** includes performance assessment, which is conducted through daily observation in the classroom. Observation forms and checklists are provided to document children’s progress, and these observations inform small group instruction at the Teacher Table. Work Samples, or portfolios, collect and evaluate children’s work. Rubrics and forms are provided to record progress and share with parents. Finally, Developmental Red Flags use observation of behavior and physical growth to help identify children who need additional, formal evaluation for special services.

- **Formal assessment** is delivered via the Assessment Flip Chart
and select assessments in the Assessment Handbook. A formal comprehensive assessment is given twice a year using the Assessment Flip Chart. Teachers use the flip book and handbook to periodically assess growth in literacy, math, motor skills, speaking and listening.
WV Universal Pre-K Curricular systems provide high-quality and appropriate learning processes that create an engaging and responsive environment to support each child’s development across all domains. Only comprehensive curricular systems will be utilized by WV Universal Pre-K classrooms, including those that serve children with identified special needs, will be a part of an inter-related system. To be recommended for approval as a WV Universal Pre-K curricular system, materials must be rated “In depth” or “Adequate” on 80% of the criteria.

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

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<tr>
<td></td>
<td>I=In-depth</td>
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<tr>
<td>For student mastery of West Virginia Pre-K Standards (ages 3-5), the instructional materials will provide students with the opportunity to:</td>
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<tr>
<td>A. Curriculum and Assessment</td>
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<td>1. Curricular system: is balanced and designed to achieve long-range goals for social, emotional, physical, and cognitive and academic (early literacy, early numeracy, and language) achievement. There are processes described in the curriculum that support children’s progress on developmental continuum in each domain of development. Content is integrated throughout the curriculum</td>
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For student mastery of West Virginia Pre-K Standards (ages 3-5), the instructional materials will provide students with the opportunity to:

A. Curriculum and Assessment

1. Curricular system: is balanced and designed to achieve long-range goals for social, emotional, physical, and cognitive and academic (early literacy, early numeracy, and language) achievement. There are processes described in the curriculum that support children’s progress on developmental continuum in each domain of development. Content is integrated throughout the curriculum.
2. **Approaches to Learning:** supports continuous growth of children's abilities to function appropriately within the classroom, throughout routines, and during transitions. Children have opportunities to take on appropriate leadership roles within their environment, express needs, feelings, and positive coping skills. Children may also develop in problem solving, independence, and group work.

3. **Social and Emotional:** supports students through opportunities to develop self-concept, positive social relationships, and knowledge of family and community roles.

4. **English Language Arts:** supports children's language skills through developmentally appropriate literacy immersion. Experiences in listening, speaking, reading, and writing must be embedded across all elements of the daily schedule and routines.
<table>
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<th>217 UNIT 7: 160, 161, 168, 169, 208, 209, 216, 217</th>
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<td>UNIT 8: 160, 161, 168, 169, 208, 209, 216, 217</td>
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<td>UNIT 9: 64, 65, 72, 73</td>
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**Teacher's Edition:**

**UNIT 1:** 27, 76-77, 124-125, 172-173, 220-221
**UNIT 2:** 27, 76-77, 124-125, 172-173, 220-221
**UNIT 3:** 27, 76-77, 124-125, 172-173, 220-221
**UNIT 4:** 27, 76-77, 124-125, 172-173, 220-221
**UNIT 5:** 27, 76-77, 124-125, 172-173, 220-221
**UNIT 6:** 27, 76-77, 124-125, 172-173, 220-221
**UNIT 7:** 27, 76-77, 124-125, 172-173, 220-221
**UNIT 8:** 27, 76-77, 124-125, 172-173, 220-221
**UNIT 9:** 76-77, 124-125, 172-173, 220-221

**Teacher's Choice Mini-Units:** 66, 92-93

5. Mathematics: supports the development of counting and cardinality, operations and algebraic thinking, measurement and data, and geometry by formulating, representing, and solving simple mathematical problems through creative thinking and active exploration.

6. Science: the development inquiry and problem solving skills and knowledge of the world around them through investigations. It promotes a science rich environment with numerous opportunities for hands-on, child-centered inquiry.
### Health and Physical Development

7. Health and Physical Development: supports a healthy environment and have numerous opportunities to practice and use a variety of healthy habits, safety practices, and engage in physical activities.

### The Arts

8. The Arts: supports the development of creative expression through music, visual arts, creative movement, and dramatic play.
### 9. Technology
Technology promotes the use of developmentally appropriate curriculum and formative assessment principles to determine how to incorporate technology into the classroom environment as a resource for effective teaching.

### 10. Assessment
Assessment supports a developmentally appropriate formative assessment process that is aligned to West Virginia Pre-K Standards (Ages 3-5) (Policy 2520.15) and has been designed both to measure learning objectives and inform instruction. It uses ongoing observation and assessment to determine appropriate planning and adaptations.

### B. Child Guidance
The curricular system addresses the role of children’s psychological safety in learning and promoting positive guidance techniques that support children’s frequent responses, respectful interactions between children and children and between children and staff.

### C. Family Engagement
Offers a variety of appropriate strategies to promote the essential role of families as partners in planning and implementing the child’s care and education and connecting the child’s early education experience to the home.
Classroom Organization: Clearly defined and organized learning centers, which include environmental print, daily classroom schedule, and labeled materials.

Learning Centers: includes learning centers, incorporated within the classroom, designed to support literacy, early numeracy, and language, such as blocks and construction, books, manipulative materials, science and nature, writing materials, dramatic play and role playing, physical activity, art, and music.
<table>
<thead>
<tr>
<th><strong>Teacher’s Edition: Unit 1</strong>: 79, 127, 175, 223, 228, 229</th>
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<tr>
<td><strong>16. Daily Outdoor Activity:</strong> includes daily outdoor activity as an extension of the classroom. It provides suggestions for a variety of high energy releasing activities, including musical activities, in which children participate indoors and outdoors. Daily outdoor activity shall support the implementation of the approved WV Pre-K curriculum and Policy 2520.15.</td>
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<td><strong>17. Child Choice:</strong> addresses opportunities for children to make choices and to participate in learning centers so children can learn through center-based activities.</td>
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<td><strong>18. Daily Routines:</strong> encourages participation in routines to develop responsibility and independence.</td>
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E. Planning
| Teacher's Edition: Unit 1: 10, 11, 12, 13, 22, 23, 28 Unit 2: 12, 13, 22, 23, 28 Unit 3: 12, 13, 22, 23, 28 Unit 4: 12, 13, 22, 23, 28 Unit 5: 12, 13, 22, 23, 28 Unit 6: 12, 13, 22, 23, 28 Unit 7: 12, 13, 22, 23, 28 Unit 8: 12, 13, 22, 23, 28 Unit 9: 12, 13, 22, 28 | 20. Teacher Planning: Integration of curricular framework content is supported through use of a planning organizer (such as studies, projects). A process for planning for weekly experiences and sharing plans with families is included. |

| Teacher's Edition: Unit 1: 19, 25 Unit 2: 19, 25 Unit 3: 19, 25 Unit 4: 19, 25 Unit 5: 19, 25 Unit 6: 19, 25 Unit 7: 19, 25 Unit 8: 19, 25 Unit 9: 19, 25 | 21. Curricular System Training: Includes a variety of professional development opportunities and/or ongoing technical assistance, including those at the site level, on-line, or via phone. |