



**Massachusetts Department  
of Early Education and Care**

# **Final Pre-K Curriculum Review Report: Every Child Ready**

**May 2025**

## Every Child Ready

Publishing Date: 2010

Target Age Levels: Pre-K

Publisher: AppleTree Institute for Education  
Innovation

Curriculum Type:<sup>1</sup> Comprehensive

Instructional Period: 44 weeks

Half-Day Schedule Available: No

Curricula for other ages from the same publisher: None

Website/Access: <https://www.everychildready.org/>

Research Studies: None

### Curriculum Synopsis:

*“Every Child Ready is a playful, comprehensive instructional model for prekindergarten classrooms. It is customizable based on your program’s needs and includes four components: Where to Start, What to Teach, How to Teach, and How to Measure Success.”— from publisher*

### Rating Summary

Overall, the domain scores for Every Child Ready are in the high range (i.e., all scores are 3.0 or above), with many indicators receiving a high score of 4. Strengths of the curriculum include building knowledge and skills across the curriculum through engaging topics, high-quality texts, and open-ended materials; having clear learning goals supported by evidence-based practices; and providing extensive resources that support assessment and implementation of the curriculum in classrooms. However, the curriculum could be further strengthened by providing additional guidance on how to differentiate learning for children with different understandings and cultural backgrounds; suggestions for outdoor activities, field trips, and transitions that embed learning; and methods for families to share input and contribute to curriculum content.

## Curriculum Components

- Teacher Guide
- Student Assessment or Progress Monitoring Guidance (i.e., recommendations for how and when to assess, forms, materials, etc.)
- Parent Resources to support learning at home
- Thematic Lesson Plans (may be weekly or monthly)
- Storybooks, manipulatives, and other materials to support activities
- Suggestions for storybooks, materials, fieldtrip ideas, etc. to supplement what is provided in the curriculum kit
- Online teacher resources to support the curriculum

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<sup>1</sup> Comprehensive/holistic or skill-specific (i.e., language, literacy, social-emotional)

## Curriculum Languages

- English
- Spanish
- Other languages, please specify: \_\_\_\_\_

## Developmental Domains<sup>2</sup>

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> English Language Arts             | <input checked="" type="checkbox"/> The Arts  |
| <input checked="" type="checkbox"/> Reading                           | <input checked="" type="checkbox"/> Dance   |
| <input checked="" type="checkbox"/> Writing                           | <input checked="" type="checkbox"/> Music   |
| <input checked="" type="checkbox"/> Speaking and Listening            | <input checked="" type="checkbox"/> Theater   |
| <input checked="" type="checkbox"/> Language                          | <input checked="" type="checkbox"/> Visual Arts   |
| <input checked="" type="checkbox"/> Mathematics                       | <input checked="" type="checkbox"/> Science and Technology/Engineering                          |
| <input checked="" type="checkbox"/> Counting and Cardinality          | <input checked="" type="checkbox"/> History and Social Sciences                                 |
| <input checked="" type="checkbox"/> Operations and Algebraic Thinking | <input checked="" type="checkbox"/> Comprehensive Health (i.e., Physical Health, Safety)        |
| <input checked="" type="checkbox"/> Number and Operations             | <input checked="" type="checkbox"/> Social and Emotional Development and Approaches to Learning |
| <input checked="" type="checkbox"/> Measurement and Data              | <input type="checkbox"/> Other:   |
| <input checked="" type="checkbox"/> Geometry                          |   |

## Professional Development/Training Opportunities

- |   |   |
|---|---|
| <input type="checkbox"/> No evidence of professional development/training available     | <input type="checkbox"/> Vignettes or case studies  |
| <input checked="" type="checkbox"/> In-person training                                  | <input checked="" type="checkbox"/> Downloadable FAQ documents  |
| <input checked="" type="checkbox"/> Synchronous (real time) facilitated online training | <input checked="" type="checkbox"/> Training videos   |
| <input checked="" type="checkbox"/> Asynchronous (on your own) online training          | <input checked="" type="checkbox"/> Discussion Boards/Forums  |
| <input checked="" type="checkbox"/> Online coaching                                     | <input checked="" type="checkbox"/> Reflective Observation Prompts  |
| <input checked="" type="checkbox"/> Observation guide                                   | <input checked="" type="checkbox"/> Other, please specify: Classroom coaching; Training of trainers program |

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<sup>2</sup> These domains and their components are aligned and described in the [Guidelines for Preschool and Kindergarten Learning Experiences](#).

## Introduction

This document summarizes the Massachusetts Early Education and Care (MA EEC) Curriculum Review of the **Every Child Ready** by the EEC Validation Review Team on April 16, 2025.






Three trained reviewers were assembled to create a curriculum team. The reviewers independently gathered evidence on the presence of topics for each indicator and discussed their findings at team meetings. The curriculum team worked together to reach consensus on scores for the domains and key indicators as well as supporting evidence to be included in the final report.

### Considerations for Implementation

The curriculum provides teachers with many tools to support understanding, planning, and implementation. It is a multi-tiered support system that may take some teachers time to learn how to use with fidelity given its complexity. The curriculum planning tools allow coaches or teacher teams to strategically plan how to use the curriculum in practice. For example, the curriculum planning tools include the option to enter teachers' names and color code them before assigning teachers to different elements in the day.

## Scoring Criteria, Domains, and Justification

For each domain, we provide a score on the overall domain and key indicators, along with justifications for each score.

Scoring Criteria:		Definition
Indicator not met = 1		There is no evidence for the indicator.
Indicator partially met = 2		Most types of evidence for the indicator appear <b>occasionally</b> across the curriculum (e.g., just a <b>few</b> instances, in less than half of the lessons and units across the curriculum).
Indicator adequately met = 3		Most types of evidence for the indicator appear <b>frequently</b> across the curriculum (e.g., <b>several</b> instances, in the majority of the lessons and units across the curriculum).
Indicator substantially met = 4		Most types of evidence for the indicator <b>almost always</b> appear across the curriculum (e.g., in most of the lessons and units across the curriculum).
Not applicable or scoreable		There is not enough information to determine a score (e.g., vague language or content).

The curriculum was reviewed on four domains and several indicators that are described in detail on the following pages. These are the broadest-level categories of the evaluation review rubric, which are essential components for assessing curriculum materials. The review does not calculate an overall score across domains. Educators can make decisions based on domain-level scores. The overall domain scores for the **Every Child Ready** curriculum are as follows:

<a href="#">Domain 1</a> : Developmentally Appropriate and Intellectually Challenging	3.7
<a href="#">Domain 2</a> : Learning Goals and Assessment	4.0
<a href="#">Domain 3</a> : Implementation Supports	4.0
<a href="#">Domain 4</a> : Inclusiveness and Individualization	3.0

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## Domain 1: Developmentally Appropriate and Intellectually Challenging

### What is developmentally appropriate practice and intellectually challenging learning?



The National Association for the Education of Young Children (NAEYC) defines “developmentally appropriate practice” as “methods that promote each child’s optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning.” \* These are practices that are responsive to individual children’s cultures, interests, and needs; include each child as a valued member of a learning community; and do not harm or neglect any aspect of a child’s development. Appropriate practices focus on learning through integrated, coherent, responsive, and varied experiences.



A rigorous early childhood curriculum is a plan for the classroom that organizes children’s curiosity, desire to explore materials and ideas, and interest in learning new skills into coherent and integrated opportunities for learning. Children learn best when actively engaged in learning about ideas of interest at a level of difficulty within each child’s zone of proximal development. Every child has an opportunity to excel through equitable access to a well-scaffolded, play-based curriculum that invites and supports a diversity of language, culture, and individual differences. Play is an essential part of the learning process as children practice skills and integrate understandings. Topics of exploration can be used to connect learning across activities and experiences so that children build understanding and vocabulary, deepen knowledge, and expand skills over time. A variety of activities, including play, with many opportunities for child-directed engagement in activities of interest, ensures that children are actively engaged in learning.

\*National Association for the Education of Young Children (NAEYC). (2020). *Developmentally appropriate practice* [Position statement].

### Overall Domain 1 Score: 3.7

The curriculum contains multiple engaging themes and topics that align with children’s interests. Learning experiences are carefully designed to build knowledge and skills throughout the curriculum, with novel activities to practice and sustain learned knowledge and skills. Activities include high-quality texts and open-ended materials that support children’s development of language and learning and ability to explore through hands-on explorations. The curriculum could benefit from providing more information on how activities can be made flexible and more suggestions for transitions that embed learning.

Key Indicators	Score	Justification
<p><b>1a. Engaging Topics Explored Through Various Materials</b></p> <p>The curriculum is organized by engaging topics of study of interest to children that focus on thought-provoking content that can be explored through an integrated series of activities, children’s experiences, and a range of curriculum materials.</p>	<p>4</p> 	<p>Every Child Ready is a comprehensive, hands-on, play-based and interactive curriculum for 3- and 4-year-olds focusing on all domains of early learning through 11 units of study. Content themes are of interest to preschool children, including Family &amp; Community, Construction, Color and Art, Culture: Not the Same, Not All That Different, Healthy Bodies, Animal Kingdom, All About Fossils &amp; Dinosaurs, Our Earth, and Blast Off Into Space. The curriculum is designed to be hands-on and support playful learning and active engagement. Each unit provides an integrated series of activities and experiences and utilizes a wide range of materials (e.g., sensory materials, art materials, blocks, manipulatives). Centers make up a large segment of time in the curriculum (e.g., arrival, morning centers, and afternoon centers) and allow for more hands-on and guided play opportunities, such as at the art studio, construction zone, dramatic play, exploration station (sensory), investigation location (STEM), and library.</p>
<p><b>1b. Learning Experiences That Are Designed to Build Meaningful Knowledge and Skills</b></p> <p>Curriculum topics are explored through learning experiences of interest to children that focus on thought-provoking content and are designed to build meaningful knowledge and skills in relevant developmental domains.</p>	<p>4</p> 	<p>Learning experiences within the curriculum promote sustained engagement and conceptual knowledge building. Units allow for in-depth exploration of content and skills in new contexts. For example, in Unit 7, Animal Kingdom, children practice letter formation by labeling pictures they have drawn. Later, in Unit 9, Our Earth, they continue to practice writing by writing menus and using picture word cards to help copy letters. Knowledge building is also integrated across multiple content areas, such as in Unit 4, Color and Art. Books reflect the theme and key concepts, and children’s activities in Learning Lab focus on art and math, such as in primary and secondary color explorations (e.g., color wheels), papermaking, and color tessellations.</p>

Key Indicators	Score	Justification
<p><b>1c. <i>Appropriate Texts and Materials</i></b> The curriculum explores content with rich, high-quality, varied, diverse, and age-appropriate texts and materials.</p>	<p>4</p> 	<p>The curriculum utilizes a wide array of high-quality trade books and curriculum-authored books. There are 140 PreK–3 books and 145 PreK–4 books, and each unit includes a list of additional titles to supplement classroom libraries. Books genres include informational texts, poetry, fiction, and realistic fiction related to the unit themes. For example, Unit 8, <i>All About Fossils &amp; Dinosaurs</i>, includes informational titles like <i>Mission: Decomposition</i>, <i>Soil Basics</i>, and <i>What Is a Scientist?</i> The curriculum also includes songs and a variety of modalities of text, including charts, vocabulary cards, mnemonic letter cards, and digital videos and stories on the web portal and YouTube channel. Most books are available in English and Spanish to support emergent bilingual learners, and activities also allow children to use their home languages through pictures, songs, and other activities. Various cultures, perspectives, and professions are represented, but the curriculum could be further strengthened with additional representation of these within texts and materials.</p>
<p><b>1d. <i>Open-Ended, Hands-On Materials and Learning Experiences</i></b> The curriculum provides guidance about selecting open-ended materials to support children’s playful learning.</p>	<p>4</p> 	<p>The curriculum includes high-quality materials and an expansive array of open-ended materials. For example, the curriculum provides high-quality photographs used for vocabulary cards as well as reproducibles to print for creating games, puzzles, and other activities. Activities utilize many types of materials—including common preschool classroom materials, such as manipulatives and art tools—that are open-ended and allow for multiple means of expression. Each unit overview also provides a comprehensive list of materials needed, including consumables, free/found, recyclables, natural materials, and real objects and tools. For example, in Unit 10, <i>Blast Off Into Space</i>, materials lists include aluminum foil, dish soap, feathers, duct tape, craft sticks, flashlights, bean bags, linking cubes, wood blocks, puppets, and air-dry clay.</p>

Key Indicators	Score	Justification
<p><b>1e. Organized Learning Experiences</b> Learning experiences are organized in a manner that encourages an appropriate learning level and provides support that is well timed to help children in seeing connections across experiences while building deep understanding of topics and concepts.</p>	<p>3</p> 	<p>Learning experiences build within units and across the academic year. Each unit has a weekly set of related Learning Lab activities that follow a common format and build children’s content knowledge and experience. For example, in Unit 3, Construction, children spend week 1 exploring structures and construction sites to learn about basic structural features and design, and build a structure; in week 2, children explore force by understanding demolition and wrecking balls (including making one to knock over different “buildings”); in week 3, children explore types of bridges, their properties, and more. Activities primarily reflect children’s interests but do not always reflect their understandings or cultural background as much—in other words, activities do not always account for children’s existing knowledge or cultural knowledge. The recommended daily schedule is very structured; although the schedule can be adapted, the curriculum could benefit from more guidance on how to adapt or be flexible where needed. The curriculum could benefit by allowing learning experiences to have multiple entry points for children based on their understandings and cultural backgrounds and to offer flexibility to respond to children’s needs and interests.</p>
<p><b>1f. Structured Routines</b> Daily routines position play-based learning as an integral part of the curriculum, offered through a range of group sizes that are flexible and responsive to individual children’s and the classroom community’s interests and abilities.</p>	<p>3</p> 	<p>Daily routines are clearly outlined, follow a predictable routine, and encompass a variety of learning experiences. Sample schedules for full- and part-day programs are provided, and include routines such as morning meeting, centers (morning and afternoon), read aloud (morning and afternoon), gross motor, Learning Lab, outdoor play, lunch, and nap. Activities include small-group, whole-group, child-directed, teacher-directed, and hands-on learning experiences. There are also opportunities for teachers to engage in conversation with children in the child’s home language, and a mix of quiet and active activity time. However, there are no outdoor activities or field trip suggestions. In addition, while transitions are included in the sample schedules, the transitions do not often embed learning activities (e.g., children count off while lining up). The Apply section of lessons sometimes offers recommendations for extending activities into transitions, outdoor play, or outside of school. The curriculum could be strengthened by providing additional suggestions and highlighting these suggestions in unit overviews or other planning documents.</p>



## Domain 2: Learning Goals and Assessment


### What does it mean for a curriculum to be evidence based and standards aligned, and to use assessment tools?



Strong curricula identify clear learning goals for each activity and utilize evidence-based practices to support children with a variety of cultural and linguistic backgrounds in achieving these learning goals. Culturally sensitive assessment approaches (both informal and formal) are used regularly to identify when children achieve set learning goals and to adjust curriculum activities when more support is needed. Alignment with the Massachusetts Guidelines for Preschool and Kindergarten Learning Experiences\*—which provides guidance for planning, aligning, and implementing a curriculum that addresses the prekindergarten and kindergarten learning standards outlined in the Curriculum Frameworks of the Massachusetts Department of Elementary and Secondary Education (DESE)—is expected of all curricula. It is expected that the curriculum will encourage learning opportunities that are aligned to the child developmental goals and assessment approaches for each standard.

\*[Massachusetts Guidelines for Preschool and Kindergarten Learning Experiences](#). (2019).

### Overall Domain 2 Score: 4.0

The curriculum contains clear learning goals for each activity and across multiple content areas. Activities are also aligned to standards, including the Head Start Early Learning Outcomes Framework and MA Early Learning standards. The curriculum is grounded in evidence-based practices, which are explicitly cited in curriculum resources. Assessment tools for assessing and documenting children’s progress are extensive and include guidance on how to conduct formal and informal assessments and assess and report findings.

Key Indicators	Score	Justification
<p><b>2a. Clear Learning Goals</b></p> <p>The curriculum provides clear and meaningful learning goals and articulates the learning experiences and activities that support them (within the domains included in the curriculum).</p>	<p>4</p> 	<p>The curriculum is built upon seven guiding principles: Reflective, Nurturing, Inclusive, Playful, Diverse, Intentional, and Balance. It employs an integrated approach to standards-based instruction, with all domains being addressed throughout the day. The curriculum also focuses on standards in “targeted” or “aligned” ways across each element of the daily schedule. For example, phonological awareness is targeted specifically in morning meeting, small groups, and centers, while also aligned during read aloud and journaling. Essential questions anchor each week in a unit. For example, in Unit 2, Family and Community, an essential question for week 1 is, “How do responsibilities change as people grow up?” Activities also explicitly state learning goals and link to specific standards. For example, in an activity involving linking cubes, the target states, “Show understanding of more complex sentences by following three-step directions using colored cubes (LL-LC.1.D).”</p>

Key Indicators	Score	Justification
<p><b>2b. Use of Evidence-Based Practices</b></p> <p>Evidence-based practices aligned with identified learning goals are included (within the domains included in the curriculum).</p>	<p>4</p> 	<p>The curriculum is anchored in evidence-based practices. The curriculum outlines a contemporary research base for the curriculum as well as the specific supporting structures and guides to implementation. Each supplemental resource/guide contains a research citation list. For example, evidence-based practices include the following: “Research shows that self-regulation is developed through a child’s safe and supportive interactions with their environment and trusted adults, known as coregulation,” and “Extrinsically motivating activities, like positive feedback, encouragement, and providing choices can increase intrinsic motivation over time (Legault 2016; Deci 2004).” The curriculum aligns with the Head Start Early Learning Outcomes Framework (ELOF) and all MA Early Learning standards (Preschool Learning Experiences, Building Strong Literacy Skills, and Learning Through Play). The social-emotional learning element, approach, and resources include CASEL as a foundation.</p>
<p><b>2c. Aligned Assessment</b></p> <p>The curriculum offers tools or approaches to evaluate the extent to which learning goals have been met, by the group and by individual children. Learning experience plans include an emphasis on educators observing and documenting children’s understanding and thinking.</p>	<p>4</p> 	<p>The curriculum contains many assessment tools to collect and analyze data on children’s skill development individually and in groups. Formal assessments include skills-specific direct assessments in language and literacy and math, the ECR Letter and Writing tool, and the ECR Positive Behavior Scale. Informal assessments include observations and checks for understanding during activities. Center facilitation guides also provide prompts for teachers to engage children in conversation, test concept development, and observe vocabulary use. In addition, there are trainings that cover how to monitor one’s potential bias. There is an extensive data and reporting system that teachers and administrators can access and use to measure progress across skills. For example, the Data App supports collection of data for baseline, mid-point, and outcome/end of year. There is also a guide that outlines formal assessment goals across the year, with the target range and growth expectations for each skill and subskill measured. Assessment tools are available in Spanish, but the curriculum could be further strengthened with additional guidance on how the tools can be used in a culturally inclusive manner.</p>


## Domain 3: Implementation Supports


### What does it mean for a curriculum to be usable for educators and to be effectively implemented in a classroom?

For a curriculum to be of value to educators and school leaders, it needs to be easy to use, be accessible, and provide integrated supports. Guidance should be provided to classroom teachers on how to implement the curriculum. In addition, supports should be provided to school leaders to mentor teachers in using the curriculum effectively. This domain also assesses the availability of evidence of curriculum effectiveness, when implemented.

#### Overall Domain 3 Score: 4.0

The curriculum is accessible to educators through its user-friendly, organized layout, and detailed guidance. Teachers receive guidance about the unit overviews, activities, strategies for implementation, child development, and more. Extensive and thorough in-depth guides, trainings, checklists, and additional resources are available for teachers and school leaders to help implement the curriculum in classrooms with fidelity.

Key Indicators	Score	Justification
<p><b>3a. Usability for Educators</b> The curriculum is accessible for educators and supports implementation.</p>	<p>4</p> 	<p>The curriculum is organized in a predictable format with easy-to-read materials to support teachers. These supports include unit overviews that contain standard alignments, learning goals, themes, materials, and assessment tools. The curriculum provides in-depth guides with clear information for teachers, including sample language prompts, examples of when/how to use a strategy, posters, and more. For example, the Well-Being Hub has a collection of resources like the Calming Space Guide and Daily Routines for Social Emotional Learning that focus on students' well-being. In addition, the curriculum provides resources to build teachers' knowledge. For example, there is an online learning platform through Canvas that delves into different learning styles and modalities. The course includes classroom videos in each module. Additional videos are also available on the Every Child Ready YouTube channel, which contains high-quality videos and recordings to support the curriculum.</p>

<p><b>3b. Usability for School Leaders and Other Instructional Support Staff</b></p> <p>Guidance and supports are provided for school leaders and other instructional support staff to coach and mentor educators in using the curriculum.</p>	<p>4</p> 	<p>The curriculum includes tools for school leaders and instructional support staff to observe and support fidelity of implementation. Detailed implementation checklists are provided for each curriculum element and practice. There are also guides for administrators and coaches to support their work with teachers. For example, there is a How to Launch the Curriculum Manual and a Materials Guide that outlines materials for the year to support school-year purchasing. School leaders can also access the data and reporting system that supports curriculum planning. They can view data at the child, class, school, and district level, and track teacher progress on assessments. There is some guidance directed at school leaders of multilingual programs (e.g., how to develop a vision statement, daily schedule, and communication plan for families), but this area could be further strengthened with additional resources aimed at culturally responsive practices for all types of programs.</p>
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## Domain 4: Inclusiveness and Individualization

### What does it mean for a curriculum to be inclusive and individualized?

This section of the rubric examines whether the curriculum is responsive to all children and families, including children with special needs; multilingual learners; children of all racial and cultural backgrounds, living situations, and gender identities; and both able-bodied and individuals with special needs. Attention also is given to how the curriculum fosters diversity as a learning concept for children and values multiple ways through which children can demonstrate understanding.

### Overall Domain 4 Score: 3.0

The curriculum includes materials that frequently represent diverse cultures, perspectives, and identities, as represented by the curriculum books and guidance on incorporating children’s backgrounds into the classroom. Materials and strategies support differentiated learning for diverse learners as well, particularly in small groups. Many materials are available to foster relationships with families through family letters, suggestions for home learning, and additional resources that support parenting. The curriculum could be strengthened with more explicit guidance on promoting anti-bias education, how families can contribute more to the curriculum, and how to differentiate learning beyond small groups.

Key Indicators	Score	Justification
<p><b>4a. Inclusion and Representation</b></p> <p>Curriculum materials reflect a diverse range of children and families.</p> <p>Materials, curriculum, and teaching recommendations are actively antibias and inclusive of a diversity of lived experiences.</p>	<p>3</p> 	<p>The curriculum materials incorporate diverse lived experiences. They include a wide variety of trade books and curriculum-authored books representing characters from diverse backgrounds, perspectives, and identities, and these characters are positively portrayed. Examples of books include <i>Hello Class!</i>, <i>What Can You Do with a Paleta?</i>, <i>The Big Umbrella</i>, <i>Whistle for Willie</i>, <i>Isabel’s Treasure Tub</i>, <i>The Night Worker</i>, <i>Artists Create</i>, and <i>Jabari Jumps</i>. In addition, resource guides support teachers in creating a classroom that fosters belonging and regularly cues teachers to ensure materials (e.g., books, environmental displays, print) represent the diverse cultures and lived experiences of the children in the classrooms. While materials are representative of diverse backgrounds, activities are only occasionally anti-bias by addressing or countering stereotypes or discrimination. For example, in the Fun with Fitness unit, children learn about the Olympics. This portion could benefit from discussion about the Paralympics to showcase the fact that people with disabilities can also participate in sports. Overall, the curriculum could benefit from offering guidance for teachers on how activities with embedded anti-bias content can be taught to intentionally emphasize anti-bias elements.</p>
<p><b>4b. Partnerships With Families</b></p>	<p>3</p> 	<p>The curriculum encourages and supports family education, engagement, and home learning. Teachers can share unit overviews so that families understand the</p>

<p>The curriculum includes materials and suggestions to support partnerships and reciprocal communication with families.</p>		<p>learning goals and books within the unit, as well as “homework” and sample language prompts to encourage conversation and reflection. The curriculum also has a family portal and a YouTube channel with videos covering a range of parenting topics. However, the curriculum could be strengthened with strategies on how to communicate with families in their home languages. There is occasionally guidance on how families can contribute to the curriculum content. Some lessons include suggestions for engaging families, such as asking families to bring in food from home during Unit 5, Culture, or inviting families in to share during Unit 2, Family and Community. There is also a questionnaire families can complete to share information about their children. The curriculum could be further strengthened with additional opportunities for family engagement.</p>
<p><b>4c. Multiple Ways of Learning and Knowing</b></p> <p>The curriculum is designed with a range of learners, abilities, cultures, and languages in mind and integrates multiple means of accessing learning experiences.</p>	<p>3</p> 	<p>The curriculum is available as a multilingual curriculum in Spanish. A complete set of supporting materials is available in English and Spanish for teachers, children, and families. Books are also offered in English and Spanish. Family letters and other materials are also offered in Amharic. Diverse learners are supported through embedded practices in the curriculum, such as hands-on experiences, open-ended materials, teacher-guided support, small group learning experiences, and the use of multiple modalities to engage different learning styles. There are tools for teachers to support visual learners and multilingual learners, such as play planning tools, environmental print, use of cues, and “I say ... you say” echo techniques. Teachers also have access to a guide on Universal Design for Learning to help them design flexible small group instruction. Small group and read aloud lessons include a short differentiation section. However, much of the guidance for differentiation is limited to these two types of lessons. Although there is some guidance for differentiation in other settings, the curriculum could benefit from more explicit guidance on how to support educators in adapting other activities (e.g., large group) to support all students.</p>