

Children who engage in meaningful experiences and develop skills that help lay the foundation for their future growth and development have an increased opportunity for success in school and life. Teachers of infants and toddlers play a critical role in developing relationships through high-quality interactions and observational skills in order to support their learning and developmental process. Additionally, a high-quality curriculum enables the teacher to cultivate an environment and set of individualized and integrated experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for children ages birth-5.

Title: **Every Child Ready**

Age Levels: **Four to Five**

Publisher: **AppleTree Institute for Education Innovation**

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Curriculum Type (Language/Literacy, Math, Integrated¹): **Integrated**

Overall Rating: **Tier 1, Exemplifies quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Content Within the Parameters of the Standards (Non-negotiable)	
2. Appropriateness of Curriculum Materials and Activities (Non-negotiable)	
3. Complexity of Curriculum Materials and Activities (Non-negotiable)	
4. Quality of Curriculum Materials and Activities (Non-negotiable)	
5. Activities/Materials Supporting Family Participation (Non-negotiable)	
6. Implementation Format of Materials and Activities	
7. Assessment	
8. Scaffolding and Support	

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

To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**² Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criterion 2. Materials must meet **Non-Negotiable** Criteria 1 and 2 for the review to continue to **Non-Negotiable** Criterion 3. Materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to **Non-Negotiable** Criterion 4. Materials must meet **Non-Negotiable** Criteria 1-4 for the review to continue to **Non-Negotiable** Criterion 5. Materials must meet all of the **Non-negotiable** Criteria 1-5 in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue to Section II.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

Tier 1 ratings receive a “Yes” in Column 1 for all Non-negotiable indicators AND Additional Indicators of Quality.

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

Tier 3 ratings receive a “No” in Column 1 for one or more of the Non-negotiable indicators.

² **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criterion 2. Materials must meet Non-Negotiable Criteria 1 and 2 for the review to continue to Non-Negotiable Criterion 3. Materials must meet Non-Negotiable Criteria 1-3 for the review to continue to Non-Negotiable Criterion 4. Materials must meet Non-Negotiable Criteria 1-4 for the review to continue to Non-Negotiable Criterion 5. Materials must meet all of the Non-negotiable Criteria 1-5 in order for the review to continue to Section II.</p>			
<p>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>1a) A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards while fostering integration of development across domains (i.e., address each of the domains listed below):</p> <ul style="list-style-type: none"> • Approaches to Learning; • Cognitive Development/General Knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies; • Language and Literacy Development; • Physical Well-Being and Motor Development; and • Social-Emotional Development. 	<p>Yes</p>	<p>In the Traditional Curriculum, a large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards while fostering integration of development across domains.</p> <p>Children experience Approaches to Learning as they participate in centers and small group activities that allow children to explore and acquire new knowledge through hands-on activities. These activities provide children with the opportunities to think creatively and problem-solve, activating Standard AL1, which requires children to engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world. In PK4, Unit 1, Week 4, AM Center Meeting, children are introduced to all the learning activities, including art studio, construction zone, dramatic play, investigation station, investigation location, library, and writing center. Each center station has a plan explaining the materials, prompts, vocabulary,</p>

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			<p>standards, and application/experience. For example, in the Writing Center, children are encouraged to create an “All About Me” newsletter, and, in the Exploration Station Center, children are provided items, such as sand, water, and measuring cups to explore texture and elements related to an island. In PK4, Unit 10, Week 3, in the Exploration Station Center, children explore magnets to show how gravity affects the solar system. They have access to a variety of materials to explore and problem-solve in this center, such as two types of magnets, magnetic marbles, pipe cleaners, and paper clips. Children are encouraged to explore magnet play while the teacher asks questions like, “Are these two magnets pushing each other away or being pulled together? How can you tell?” Children sort the materials into magnetic and non-magnetic items. In PK3, Unit 11, Week 1, Construction Zone Center, children draw a plan and use blocks to build exercise equipment. The children observe pictures of exercise and fitness equipment and then plan to build their exercise equipment. The teacher demonstrates how to use different types of exercise equipment, and children are asked to pretend to do different types of exercise, such as running on the treadmill. Their finished products are added to the Construction Zone Center.</p>

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			<p>Children develop Cognitive Development and General Knowledge through activities and materials that promote the children’s understanding of their world in terms of numbers and patterns. In PK4, Unit 7, Week 4, during Flexible Small Group time, children learn to recognize, copy, and extend patterns. For example, teachers ask children to examine a zebra’s fur and the pattern they see. Children copy the pattern by drawing it on paper. Children then extend the pattern by creating their own animal with a pattern on its fur, aligning Standard CM2, which states that children should be able to understand basic patterns, concepts, and operations. In PK3, Unit 6, Week 2, Day 3, during the Learning Lab “Slow Heart, Fast Heart” activity, children hypothesize and investigate why their heart beats quickly when they jump and run, applying standard CS1, which states that children should develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions). They use dramatic play and music to learn about their world, activating standard CC3, which states that children will explore roles and experiences through dramatic play and art. In PK4, Unit 11, Week 2, Day 3, children lead and are led by peers in a small group rhythm game called “Music</p>

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			<p>Conductor.” After the teacher models the activity, the children take turns being the music conductor. The activity is led by the child, as he/she selects the sound they will make during the activity (clapping, stomping, singing a rhythm, etc.). The child maintains cues for loud and quiet or fast and slow.</p> <p>Children experience Physical Well-being and Motor Development by participating in activities for physical fitness and motor skills that foster children’s sound nutritional choices, health/safety practices, and physical activity for optimal learning. The experiences align to PM1, which concentrates on the development of large muscle control and coordinated movements in their upper and/or lower body. In PK4, Unit 7, Week 4, Day 1, children participate in the “Penguin Relay.” For this activity, children waddle across the room or outdoor space in a relay race. Standard PM4 specifies that children develop appropriate health and hygiene skills. This standard is evident in PK3, Unit 6, Week 4, Day 4, as teachers read aloud “Germs Are Not for Sharing,” share posters displaying appropriate steps to blow our noses and wash our hands, and demonstrate how germs are spread when we cough or sneeze with a spray bottle filled with water.</p> <p>Materials foster healthy social and emotional development in young</p>

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			<p>children. Through these activities, children are able to develop relationships with others, cooperate with peers and adults, understand others' feelings and perspectives, and maintain some control of their behaviors and emotions. Standard SE1 states that children should develop healthy relationships and interactions with peers and adults. Evidence of this standard is found in PK3, Unit 5, Week 2, Day 1, during the "Take Turns Talking" activity as educators guide children with taking turns talking while in centers or small groups. In PK4, Unit 6, Week 3, Day 2, children share positive or good things about themselves and what they are able to do in the Morning Meeting "Positive Affirmation" activity, initiating Standard SE3, which states that children should express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals. In PK3, Unit 9, Week 4, Day 1, during Small Group time, children use social decision-making and conflict resolution strategies to work with a peer to problem-solve, as they put a puzzle together. As children work, the teacher asks questions about how they are problem-solving to complete the task. Children are encouraged to get help if they need to de-escalate a problem. The teacher provides specific examples of problem-solving strategies that children</p>

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			can try while working on the puzzle. The children continue to practice these skills as they move to centers later in the day.
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) Materials and activities focus on responsive caregiving, relationships and emotional connection.</p>	<p>Yes</p>	<p>In the Traditional Curriculum, materials and activities focus on responsive caregiving, relationships, and emotional connections. The materials provide supervising adults routines through the sample planned out schedule that supports the health and safety of children. The ECR Blended and ECR in-person curriculums have information pertaining to sanitizing/cleaning tips, especially pertaining to COVID. The Navigation Guide instructs teachers to provide instructional resources for social-emotional learning. Resources such as a Calming Space manual, diverse print materials, and positive behavior support strategies are provided. Suggestions include creating a calm space and teaching/introducing the calm space as a lesson. After teaching about the calming space, the teacher facilitates the calming space. For example, as a child enters the space the teacher checks in on the child, validates and reflects with the child, and then encourages the child to return to playing with peers. The calming strategies included in the Navigation Guide are breathing lessons and the use of calming bottles. Flexible Small Group Plans include the following Social Emotional</p>

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			<p>Learning plans written to address the following: emotional understanding, emotion regulation, impulse control, self-concept, independence/initiative, social skills, relationship skills, and social decision-making/conflict resolution. These lessons are leveled for Tier 2 and 3 students. For example, T2 Emotion Understanding looks at a child's ability to apply prior knowledge of feelings to how they are expressed. Lesson 1, Mirror Me Body Language, begins with learning how bodies move so as to read body language. The teacher makes a movement and asks the child what they are doing with their body. The teacher then asks the children to try some movements, such as walking in place or touching their toes. Teachers differentiate this lesson by combining body movements and facial expressions, or, if children are having difficulty describing the actions, the teacher describes what they are doing with their bodies and have children repeat (walking in place). When children are able to identify feelings and emotions, they move to T3 to learn about empathy. Nurturing is one of the seven guiding principles of the material, listed in the "Navigation Guide." The first unit in the materials is titled, "Get Ready to Learn." This unit explores topics such as Emotion at School, Self-Regulation and Self-Control, and Friends at School. The</p>

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			<p>first lesson each day is the Morning Meeting. During the Morning Meeting, each child is welcomed by peers and teachers. This time includes community-building, an advanced organizer for the day, and one academic skill. For example, in PK3, Unit 10, Week 1, Day 3, Morning Meeting, children understand how empathy can be used to de-escalate a situation. After the teacher models the behavior, children talk about a time when they saw a peer caring or showing empathy toward others. In PK4, Unit 10, Week 1, Day 3, during AM Read Aloud, children demonstrate taking turns. After reading the book, “I’m Like You, You’re Like Me,” children play a game to practice turn-taking. Some of the children get a toy to play with. The children who do not receive a toy practice waiting patiently until it is their turn. When the teacher says, “switch,” the children with the toys give the toys to their peers who do not have toys. The teacher provides calming strategies to help with wait time if necessary. This lesson can be differentiated to include practicing sharing instead of taking turns.</p>
	<p>Required 2b) Materials and activities provide guidance for routines that support the health and safety of children.</p>	<p>Yes</p>	<p>In the Traditional Curriculum, materials and activities provide guidance for routines that support the health and safety of children, as well as multiple opportunities and suggestions for creating a physically and emotionally</p>

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			<p>safe environment. The materials provide a schedule with reproducibles for bathroom schedules, center photos to be posted as directives for children, and colorful pictures for the daily schedule for posting in the classroom. The first unit for PK3 and PK4 introduces the classroom and daily routines to children. Flexible Small Group lessons include “Daily Schedule,” “I Care for My Classroom,” “Transitioning Between Activities,” “How to Use the Bathroom at School,” and “Outdoor Safety.” Safety is also emphasized within the materials for allergy alerts. For example, in PK4, Unit 5, Week 1, Day 5, the “No-Bake Cookies” activity has an allergy note offered for educators to check for peanut allergies and substitute peanut butter for sunflower or almond butter. In PK3, Unit 1, under Materials, group participation printable cards includes pictures of children taking turns on a slide, children having a safe body (hands and feet to self), and children motioning to use a calm voice, trying new things, and sharing. The PK3, Unit 1, Scope and Sequence includes rules and routines, social-emotional learning, and academics. The lessons on routines include how to learn in small groups, large groups, transitions, and centers. The materials are listed in each lesson. For example, the Materials tab includes, PK3, Unit 1, Day 1, “How to Use the</p>

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			Bathroom at School” which targets “practicing asking to use the bathroom and complying with adult directives.” A printable bathroom schedule with the steps included and lists the following steps: pull pants down, pull underwear down, use the toilet, use toilet paper, toilet paper in toilet, flush toilet, pull underwear up, pull pants up, wash hands, dry hands.
	<p>Required 2c) Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children are given substantial opportunities to choose interest areas/learning centers and activities within each).</p>	Yes	Materials and activities are provided through both teacher-directed and child-initiated experiences. Materials provide teachers with pedagogical suggestions for instruction which are then integrated into the weekly lessons. The teacher integrates the lesson’s learning goals into the centers for child-initiated play, which are open and based on the needs and interests that children acquire through the lesson. Purposeful child self-initiated play opportunities are within each unit of the materials. For example, in PK3, Unit 6, Week 2, Day 3, the Morning Meeting activity, My Stretch, children choose which stretch they want to do, allowing for autonomy. Center activities provide children the opportunity to practice the week’s learning goals through active play. The materials and guidance for the centers provide children an opportunity to explore their interests, learn cooperatively, and make their own choices as they develop their own

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			<p>personal independence. Center activities allow children to become active participants, leaders, and problem solvers. The activities within the centers develop decision-making and problem-solving skills and enhance vocabulary, as well as social interactions amongst peers. Centers include the following areas: Art Easel, Art Studio, Construction Zone, Dramatic Play, Exploration Station, Investigation Location, Library, and Writing Center. Each unit includes teacher facilitation cards for all the centers. These cards include new vocabulary, play support, facilitation, and writing prompts. On the weekly schedule, an AM Center Meeting is written into the plans to provide guidance on introducing each center and includes picture word cards for every unit. Teacher-directed instruction is included in each unit of the materials as well, and purposeful instruction can be found in the recommended schedule of daily instruction. For example, in PK4 Unit 2, Week 3, Dramatic Play, teachers are instructed on the materials needed and guidance on preparing the center. Materials for this activity include: toy food, dinner set, apron, teacher-created signs, teacher-created menu, writing tools, and center facilitation note card. The facilitation card includes the words: apron, community, cooking, family, food, menu, order, and restaurant. Play</p>

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			<p>support states, “pick a role and stick to it during play. Engage children in character. Help children stay in character, even if only for a short period. Help children use materials in new ways. For example, three-dimensional shape materials can be used to represent food.” In PK4, Unit 9, Week 4, Day 1, at Morning Meeting, the teacher leads children to learn about the four seasons. The teacher states that they will be learning about the four seasons and weather. The teacher describes and defines the term season and all four seasons. The teacher then shows pictures of the four seasons and describes each. The content from this lesson can be used later in the Writing Center when children create a four seasons book.</p>
	<p>Required 2d) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child (i.e., does not support practice through the use of worksheets, etc.).</p>	<p>Yes</p>	<p>Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child. The materials’ schedule allows for 120-165 minutes of children’s choice centers, per day, broken into morning and afternoon minutes. Examples of hands-on approaches include interactive puzzles and dramatic play, and children engage in these activities every week. For example, PK4, Unit 2, Week 1, centers schedule includes: creating family portraits at the Art Easel, family</p>

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			<p>collages in Art Studio, building a dog house in the Construction Zone, caring for pets in Dramatic Play, washing dishes in the Exploration Center, counting and clip syllable cards in the Investigation location, comparing and contrasting stories in the library, and writing about families in the Writing Center. The lesson plans for the centers include the learning activity and play support for teachers to provide extensions. The play support for building the doghouse says, “observe children playing with blocks. Use questioning and parallel talk to encourage play with peers. Encourage children to engage in social play using blocks and props. Children can pretend to be dog walkers together. They can create pretend dog props using string and paper towel rolls. Blocks can represent water and food bowls.” Daily Learning Lab/STEM activities provide opportunities for children to build positive self-images, practice self-talk, and develop persistence. In PK4, Unit 6, Week 4, Day 1, children take a “senses walk” outside to practice their sense of touch. After the senses walk, children write and draw an observation based on the sense of touch. Teachers promote children’s thinking by asking open-ended questions and encouraging them to describe how the objects felt. In PK3, Unit 10, Week 2, in the Exploration Station center, children participate in a</p>

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			<p>lesson titled, Shapes in the Stars. The teacher prepares the center by cutting small holes into the bottom of tissue boxes in shapes like real constellations. The teacher also tapes black paper to the wall to create the night sky. When a child chooses this center, he/she is provided materials like photos of constellations, a flashlight, and access to the tissue boxes. Children “stargaze,” and are prompted to draw a picture of a constellation they would like to see in the night sky.</p>
	<p>Required 2e) Materials and activities are included that are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms.</p> <ul style="list-style-type: none"> • Literature • Posters • Music • Art • Thematic units • Family engagement activities <p>Examples:</p> <ul style="list-style-type: none"> • Teacher materials provide guidance for culturally responsive teaching. • Curriculum builds in times throughout the unit/year for families to share their cultures. 	<p>Yes</p>	<p>Materials and activities are included that are culturally responsive and reflective of differences, including race, ethnicity, gender, religion, economic background, ability, and family relationship norms. The Navigation Guide provides strategies for dual language learners. This includes printed material in English, Spanish, and Amharic, tiered plans, and scaffolding support/resources for teachers to support dual language learners. The Navigation Guide supports diverse learners within the instructional segments of the materials. Materials for PK3 and PK4 include Special Needs Adaptations that may be necessary for one child or several children. For example, Tiered Small Group plans are designed for children who need support beyond Tier 1. Tiered interventions are used with small groups or individual children. Enrichment Flexible Small</p>

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			<p>Group plans include accelerated content to challenge children who have shown mastery in literacy and math. Informal checks for understanding are built into each Flexible Small Group lesson to guide educators' day-to-day decision-making, such as when to reteach or move to a new lesson. The materials and activities provide different modalities for instruction, such as visuals, concrete materials, movement opportunities, hands-on materials, and educator modeling. Modifiable Books are available for educators in print and digital form. Digital PDF copies can be edited and printed by educators. Adapted Readers are available for children who need additional language or vocabulary support. Dual language learners are offered a selection of books translated to Spanish, tiered plans to promote survival language, vocabulary, thematic connections, and general language. The materials offer translated homework and unit letters in English, Spanish, and Amharic. The Every Child Ready Diversity, Equity and Inclusion Rubric can be found in the Appendix section of the Every Child Ready Navigation Guide. The teachers use the rubric to ensure books defy stereotypes and authentically represent all areas of social justice, including race, ethnicity, and gender. The materials also include a unit, Unit 5, Culture: Not the Same; Not</p>

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			<p>all Different, dedicated to Cultural Responsiveness. This unit, like all the units, includes a tab that lists all the materials, such as supplies, reproducibles, and books. The search for materials can be refined according to the daily schedule and class grouping (i.e. centers, small groups, gross motor, etc.). The Flexible Small Group Plans include a section titled Dual Language Learners that includes lessons across the materials, including Weeks 1-10, Units 5, 6, 7, 8, 9, and 10. In PK4, Unit 5, Week 4, Day 1, the Question of the Day is “What does the word culture mean?” There is a link to a culture definition printable with pictures of food, language, celebrations, clothing, and art. PK4, Unit 2, Family and Community: Living and Working Together, includes materials and activities that are culturally responsive and reflective of the classroom community. PK4, Week 2, Day 2, during Read Aloud, the teacher reads the book, “Who’s in a Family?” The teacher shows the cover of the book and facilitates conversations about why we have families. During the read-aloud, the teacher helps children think about loving, caring for, and learning from each other. After the read-aloud, the group collaboratively completes a graphical representation of who cares for them. There is a differential component to the lesson in which the</p>

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			<p>children write their name instead of the teacher. During Creating Collages, children practice the core vocabulary using pictures or drawings of their family members. In PK4 Unit 2, Week 2, Day 1, the teacher reads the story, “All the Families,” using picture clues to determine what the story is about. The characters are animal families, and the teacher asks questions about the children's families. After this activity, on the same day, children engage in Journal Time and write about their homes and who lives with them. In PK3, Unit 4, Week 3, the read-aloud is, “Red is a Dragon.” This text discusses Chinese culture across the week during the different read-aloud times and lessons about the Chinese New Year and the dragon parade, Chinese fans, and fireworks for the Chinese New Year are included. In PK3, Unit 2, Week 1, Day 1, the Morning Meeting explores learning sign language and a song that supports regulating emotion to identify family members. The children learn the sign for sister and mom and sing the new song with movements.</p>
	<p>Required 2f) Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group and individualized attention.</p>	<p>Yes</p>	<p>Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention. The materials provide flexible grouping, including</p>

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			<p>whole group, free-choice centers, flexible small group, and individual time throughout each unit for PK3 and PK4. Within the suggested schedule, a whole group arrangement occurs during Morning Meeting, Read Alouds, Gross Motor, and Learning Lab. For example, in PK4, Unit 8, Week 2, Day 1, children observe the sediments found in soil during the whole group activity, Soil Jar Observation. After this whole group activity, the jar of soil is placed in the Exploration Station Learning Center to allow children an opportunity to shake the jar and continue their observation during Learning Center time. In PK3, Unit 9, Week 1, Day 2, Learning Lab time, the children participate in a whole group lesson titled, Nature Walk Collection, where they observe and collect natural items outdoors. Materials include a container to collect the materials. The teacher goes over safety rules before the children go outside, such as telling the children that if they are not sure it's okay to pick something up, ask the teacher first. Children follow their routine for lining up and leaving the classroom. The teacher monitors as children collect materials and place them in the container to bring back to class. Collected materials are brought inside to sort during the Learning Lab or Centers. Children also participate in small group lessons. For example, in</p>

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			<p>PK4, Unit 4, Week 4, Day 4, for 8:45 a.m., Small Group, the Flexible Small Group plan is utilized. Depending on the grouping of the children, there are different activities for Tier 1, 2, and 3. In the activity for Tier 1, one-to-one correspondence, the children match bears to chairs (cubes). In this activity, the teacher explains what a match is, such as spoons and bowls are not the same, but they go together. The teacher tells the children they will each be matched with a chair to sit in. The children stand up, and the teacher verbally says, "I am matching [child's name] to a chair" until all children have been matched. The teacher models with the bears and cubes, and then the children practice. Individualized time provides children with the opportunity to apply skills acquired previously in a lesson. In PK4, Unit 10, Week 2, Day 1, during the Journal/Author's Chair lesson, children work independently answering the journal prompt, "What would you like to visit in space?" Children use materials like picture word cards, chart paper, and writing tools to model their answers. The teacher models writing upper and lowercase letters and how to write sentences. The teacher has the option to conference with children during this lesson and ask questions such as, "What would you like to visit in space? You'd like to visit a</p>

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			planet. Planet starts with the letter P. Can you write a P?" The teacher is prompted to use parallel talk as the child writes, continuing to coach the child until the child finishes.
<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>3a) Materials and activities optimally support children learning at different developmental stages (e.g., <i>security</i> for infants, <i>exploration</i> for mobile infants, <i>identity</i> for toddlers, <i>language and literacy</i> for preschool).</p>	<p>Yes</p>	<p>Materials and activities optimally support children learning at different developmental stages. Materials and activities offer guidance for differentiating instruction for children at various levels of support. The first page of each unit introduces the instructional focus of the unit which includes ECR Traditional, ERC in-person, ECR virtual, ECR blended, and family connections. The Navigation Guide explains that differentiation is built into the design of the materials by using a three-tier response-to-intervention model offering "fun and interesting learning experiences to challenge every child." Free-Choice Center time can include time for intervention support. Flexible Small Group time is a time that allows teachers the opportunity to collect data to determine where children are in their learning progression. A three to six-week plan is designed to be differentiated and informally assessed to meet the needs of children. The Navigation Guide also states that tiered small group plans are designed for children who need support beyond Tier 1. Accelerated Literacy plans are available for enrichment to challenge</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>children who have shown mastery in literacy and math. The materials provide select book titles as adapted readers for children who need additional language or vocabulary support. Each lesson plan lists all the materials and preparation needs. The materials “support various learning explorations including skills practice, fine and gross motor development, artistic expression, STEM discovery and play.” The materials needed progressively grow as the students work through the lessons to meet developmental standards. In PK3, Unit 10, Week 4, during PM Groups, children participate in Flexible Small Groups to address literacy. In this Tier 1 vocabulary lesson, titled “Describing Vocabulary,” children identify and describe target vocabulary when prompted, demonstrating understanding of vocabulary words for describing concrete objects, actions, and feelings. The teacher reminds students that they have learned lots of new words and that they will describe these new words during the lesson. Children use their telescope to spy out vocabulary words in the classroom and then describe what they see by giving a one-sentence clue, without saying the vocabulary word. The materials include strategies for differentiating upward by children giving two clues in one sentence. Strategies for downward</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>differentiation are also included and state that if a child has difficulty giving the clue, the game can be changed slightly so that the teacher gives the clue and the child finds the item in the telescope. The child then imitates the teacher's sentence, "I found something that..." In the PK3, Unit 1: Friends at School, Week 4, Day 1, small group lesson, Getting the Attention of Others, the lesson targets teaching children how to ask a peer for attention. Lesson materials include writing tools and paper. Children are instructed to say, "excuse me." The teacher explains that "Today in small group we are going to learn about getting attention from others. That means we want to tell another person something or play with them. We want them to look at us and talk to us." Then the teacher models and the children practice with a peer. For differentiated instruction, the children practice with the teacher. To apply the learning of the lesson, the teacher provides more opportunities for children throughout the day to request attention. In PK4, Unit 1, Friends at School, Week 4, Day 1, small group lesson, Good Deeds, the lesson targets practicing kind words and actions with peers and brainstorming a list of good deeds. The learning strategy is to provide encouragement to others and practice kind words and actions with</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>peers. The teacher introduces and models examples of good deeds performed at home or at school. Then the teacher asks the children to “brainstorm or make a list of good deeds we do for our peers at school.” To differentiate this lesson, the teacher selects two good deeds from the list and acts out for more understanding. In PK3, Unit 9, Week 1, in PM Groups, Over in the Ocean lesson, children participate in Flexible Small Groups, using pictures to support understanding of new vocabulary words. The teacher reads the book “Over in the Ocean” and stops after every vocabulary word. Children repeat the vocabulary word after the teacher, and then draw the vocabulary word on their paper. This lesson focuses on dual language learners because it incorporates visuals of the vocabulary words to support learning and language acquisition. Materials include color photographs of the vocabulary words coral reef, dolphin, and fish. The name and photo is included in the materials. Children also receive a writing template to draw and write the vocabulary word. This document includes a color photo of the vocabulary word and the name of the word. Materials give guidance for children in the silent stage, as well. Guidance states that if the child is still in the silent stage, they don’t repeat the vocabulary word after the teacher. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Non-speaking children can listen to other children who are good examples of extended language models. The teacher notes and records whether children were able to identify vocabulary words orally or by pointing.</p>
	<p>Required 3b) Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way; play encounters, interactions and routines become increasingly complex).</p>	<p>Yes</p>	<p>Materials and activities present a logical and coherent progression of complexity over time. Standards are broken down in a progressive development order of complexity, starting with the most basic target skill/competency of Emerging and moving through four more skills of increasing complexity, including Approaching, Progressing, Mastering, and Expanding. The materials are also aligned with Louisiana Birth to Five Early Learning and Development Standards and are located under the tab labeled, Standards. The Navigation Guide explains that Flexible Small Groups are a time when teachers use three to six-week plans, designed to be differentiated and informally assessed, to meet the needs of children by targeting math, language, literacy, and social-emotional learning instruction. The groups are restructured as needed based on data from ongoing monitoring. A “Questions Quick Reference for Scaffolded Language Support” is included in the Navigation Guide which provides question stems to help plan instruction, including closed-ended literal stems, open-ended literal stems,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and open-ended higher-order thinking stems. The Flexible Small Group plans include each domain: language, literacy, math, articulation, social-emotional learning, visual, and dual language learners. The domains include Tiers 1, 2, and 3, allowing the teacher to build upon prior knowledge. Flexible Small Groups are planned into the daily schedule. For example, PK3, Unit 5, What is Culture? Lesson 1, focuses on literacy. The teacher chooses the category such as syllables, rhyming words, phonemes, and initial/final sounds, for the lesson. If, for example, the instructional focus is syllables, there are three tiers or levels of progression for syllables. In Tier 1, LL-LS.1A, students hear syllables in words, and in Tier II, LL-LS.1B, students identify syllables in words (up to three). This progression continues as the teacher monitors and assesses continued child growth and development. Flexible Small Group lessons in PK3 and PK4 are not taught in the materials until the third month of school in Unit 3, Construction: Blueprint to Building. In PK3, Week 1, language and literacy are introduced during the PM Small Group time. Materials include a variety of Flexible Small Group Literacy lessons, including fifteen lessons to teach skills like syllables, rhyming words, compound words, etc., and ten lessons for accelerated literacy. The teacher lets</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the data guide her/him when choosing which literacy lesson to teach. If children need more help with rhyming words, there are twenty-nine lessons ranging in increasing complexity from Lesson 1, Same and Different, where children identify if two sounds are the same or different, to Lesson 29, Rhyme from Set of 3, where children identify rhyming words from sets of 3. In PK4, Unit 3, Week 1, Flexible Small Group time for Math is introduced on Day 3 in AM Small Groups. The materials include twenty Flexible Small Group math lessons, ranging from simple skills, such as one-to-one correspondence, to more complex skills, such as graph construction. The teacher uses student data to guide the lesson. For example, if the teacher needs to teach a rote counting lesson, Rote Counting Flexible Small Group lessons are provided. Another example of concepts that progressively build and increase in complexity over time is evidenced in Unit 5, Week 1, What is culture? The morning meetings for the week build upon one another. The Monday morning meeting, Hands to Ourselves, targets practicing positive interactions with peers, and, every day after that week, the children work on interactions with peers. The following Friday, children are initiating positive interactions rather than just practicing. By Week 3, children</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			initiate positive interactions with peers and demonstrate an understanding of peer disagreements and refusals as explained and modeled in small group lessons.
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required <i>Applicable to Ages 0-3</i></p> <p>4a) Infant and toddler language and literacy development is emphasized through resources and activities that support (where developmentally appropriate):</p> <ul style="list-style-type: none"> • Frequent talk and conversations during daily routines (e.g., diapering and transitions); • Social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate; • Open-ended questions that do not have a “yes” or “no” answer; • Use of texts, including rhymes, finger plays, and music/songs, that are appropriate for each developmental stage; • Regular and repeated read-alouds (with close repetition) of texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate background knowledge and vocabulary development; • Pre-writing skills (e.g., holding objects and scribbling or drawing/painting to convey a message); and • Print awareness and letter knowledge. <p><i>Applicable to Ages 3-4</i></p> <p>4a) Language and literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> • Regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development; 	<p>Yes</p>	<p>Language and literacy development is emphasized through resources and activities that support regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic, frequent use of repeated reading for texts read aloud, phonological awareness, and early stages of writing. Read Alouds occur twice each day. Morning read-alouds focus on math and social-emotional books, while afternoon read-alouds focus on narrative fiction and nonfiction books. The read-alouds not only build enjoyment for the children but provide discussion of inferential questions to help express understanding and comprehension. The materials address child-friendly vocabulary definitions for core words as well as activities to do before, during, and after reading each text. Each unit in the materials includes a print package for over ten diverse book titles, two types of picture-word cards, math cards, and applicable posters. Units include a combination of trade books and books published by the creators of the materials. The books align with the unit theme. Each unit includes narrative stories, poems, songs,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> • Frequent use of a repeated-reading approach (i.e., with close repetition) for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding; • Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group; • Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana’s Early Learning and Development Standards; • Early stages of writing (e.g., form shapes and letter like symbols) using a variety of tools, materials, and surfaces; and • Regular opportunities to communicate through written representation, symbols, and letters. 		<p>and predictable texts. The unit Print Guide includes materials to support shared writing, environmental print, vocabulary instruction, math skills, social-emotional learning, and thematic content knowledge. Phonological awareness skills are addressed in the Flexible Small Group Plans, materials, and activities. Plans include language plans, such as comprehension, expression, oral grammar, and literacy plans, such as syllables, rhyming words, compound words, phonemes, and initial/final sounds. These experiences provide opportunities for children to understand different units of sounds and language, such as matching sounds to words, segmenting spoken sentences into words, alliteration, rhyming, and syllables. Early stages of writing during Journal Time provides opportunities for children to communicate through written representation. Symbols and letters are provided daily through the Journal/Author’s Chair. The PK4, Unit 7, Animal Kingdom: From Squeakers to Roars, Week 1, Animals of the Temperate Forest, read-aloud texts include: “Ten Little Caterpillars,” “How to Heal a Broken Wing,” “The Salamander Room,” and “Hey Little Ant.” Lesson plans for each book include target standard, materials, core vocabulary, directions for what the teacher needs to do prior to reading,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>during reading, after reading, how to differentiate, conclude and apply. Vocabulary and knowledge are built in relation to the read-aloud and are introduced during the read-alouds. Continuing with Unit 7, Week 1, “The Salamander Room,” children are introduced to vocabulary words, insect and forest, prior to reading. During the read-aloud, the teacher pauses and asks questions which are written into the lesson plans. After each read-aloud, the teacher says, “Let’s Talk” and asks the follow-up questions which allows children to respond to questions from the read-aloud. In the last section on the plan, “Apply” provides an extension for the story within the classroom. For this story, the teacher encourages children in the Construction Zone center to “build a temperate forest for the salamander, insects, bullfrogs, and birds to live in.” Children use the knowledge acquired during repeated reading of the text to construct their forests. In PK3, Unit 11, Week 2, children use slants, lines, and curves to write about planets in the lesson titled, “What would you do if you visited another planet in the Milky Way Galaxy?” In this Journal/Author’s Chair lesson, the teacher models how to trace a letter while using letter formation talk to highlight the slants, lines, and curves of the letter. Children trace letters with the teacher’s</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>guidance, and then write about what they would do in space, where they would visit, and what they would see. Children are encouraged to write more about the planets in the Writing Center. In PK4, Unit 10, Week 1, during the Morning Meeting, children identify and produce words that have the same beginning sound in the lesson, “Hey Diddle Diddle.” The teacher reads a new poem titled, “Hey Diddle Diddle,” reads it again, and then asks the children to listen for words in the poem that have the same beginning sound. Children identify words they hear with the same sound, like “dish” and “dog” or “diddle” and “diddle.” In PK4, Unit 9, Week 4, children visualize and then create a snowy day in the lesson, “The Snowy Day.” This AM Read Aloud lesson allows children to develop a variety of cognitive strategies including creating a mental representation of a story, idea, or word. Before reading, the teacher tells the children that this is the third time they will read “The Snowy Day.” The teacher asks, “What are some things you like to do on a snow day?” The teacher is directed to record responses. The teacher then informs the children that, after reading, they can draw and paint a snow day. During the reading, the teacher asks different types of questions including, “How would you feel if you woke up and saw snow?” “What do you</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>think made these tracks?” “How does Peter feel about the new snow falling?” and “How do you know he feels ____?” The teacher also asks children to participate in pretend activities during the story. For example, students pretend to shovel a path for walking, scoop up snow and pack it into a snowball, throw a snowball, and climb the mountain of snow. After reading, the teacher asks the children to close their eyes and visualize a snow day. Finally, children are directed to draw what they see in their minds using white paint, cotton swabs, construction paper, crayons, and markers.</p>
	<p>Required 4b) Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support:</p> <ul style="list-style-type: none"> • Understanding of basic math concepts (e.g., counting, comparing size, spatial relationships songs); • Development of science concepts (e.g., body parts, weather, plants, animals); • Perseverance and persistence to solve problems; • Curiosity and exploration; • Creative thinking (e.g., pretending, make-believe play, role playing); and • Awareness of rules and responsibilities. 	Yes	<p>Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support understanding of basic math concepts, development of science concepts, perseverance and persistence to solve problems, curiosity and exploration, creative thinking, and awareness of rules and responsibilities. Math and Science are integrated into daily read-alouds, centers, and other activities. Materials indicate that, during the daily Learning Lab lesson, children explore science and engineering content, while reinforcing the eight STEM practices. The Learning Lab components include four types of experiences for children facilitated by the classroom teacher,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>including observe, construct, explore, and experiment. Social-emotional learning and writing are integrated in the Learning Lab. Math concepts and skills are integrated into daily routines each week throughout all eleven themes. For example, within Unit 4, Week 1, What is Art, children apply mathematical concepts and skills in several different areas each day throughout the week. In the AM Small Math Group on Days 3, 4, and 5, the teacher uses the Flexible Small Group Math plans. The Investigation Center for the week targets matching and creating patterns using objects and rhythm. The Learning Lab for the week targets symmetry. PK4, Unit 6, Week 1, The Human Body, focuses on children applying science concepts and mathematical concepts across all areas each day throughout the week. On Friday, the Question of the Day is, "What bones are the shortest: leg, arm, or finger?" The centers for the week explore the digestive system, painting with body parts, building skeletons, cooking healthy foods, making mud cakes, body systems and puzzles, healthy body book club, and healthy goods books. Materials integrate eight learning centers and children participate in the learning centers two times a day. In the Art Studio center, children use creative expression with basic, often</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>three-dimensional art materials. At the Art Easel center, children use creative expression through activities and various creative media. In the Construction Zone center, children plan, use motor skills, cooperate, and use STEM approaches to learning skills through play with blocks and props. Children participate in realistic play experiences and social scenarios in the Dramatic Play center. In the Exploration Station center, children explore science and math concepts through sensory materials. In the Investigation Location center, children experience investigation of puzzles and manipulatives for understanding of literacy, math, and science. In PK3, Unit 10, Week 1, Learning Lab, Making Models-Rocket Build lesson, children investigate, observe, and describe or demonstrate various ways that objects can move and change by using a variety of materials to build a rocket. After the lesson introduction, children review their rocket design, briefly talk through their design, and model making a change in their design. Children are encouraged to talk aloud as they use the materials to begin building their rocket. The teacher is instructed to ask questions to check for understanding. Additionally, unit topics are designed to immerse children in the exploration of science, math, and social living topics. In the materials, unit</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>topics for Units 9-11 include Our Earth, Blast Off Into Space, and Fun with Fitness. During the daily Morning Meeting, children are welcomed by peers and teachers. Morning Meeting time provides opportunities for social-emotional learning, math, literacy, and language. There are daily opportunities for instruction and practice to support children in building social-emotional competencies, such as identifying emotions, managing small frustrations, and peer encouragement.</p>
	<p>Required Applicable to Ages 3-4 4c) Math materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards and adhering to the following indicators of quality:</p> <ul style="list-style-type: none"> • Promote children’s acquisition and use of the language and vocabulary of math, • Promote conceptual understanding of math content, and • Promote children’s development of perseverance and persistence in solving problems. 	<p>Yes</p>	<p>Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards and adhering to the following indicators of quality. Math materials and activities devote time to the development of data analysis/planning, geometry/spatial sense, measurement, number concepts, and patterns/functions/algebra. There are specific Flexible Small Group plans for each of the following specific areas: one-to-one correspondence, rote counting, rational counting, quantification, numeral identification, numeral writing, comparative value, additions strategies, classification, ordering, patterns, graph</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>comprehension, shape identification, shape composition, spatial composition, measurement, time, subtraction strategies, and graph construction. Math skills and concepts are presented in a variety of settings, including whole groups, small groups, learning centers, AM Read Aloud, Morning Meeting, Question of the Day, and Learning Lab. Materials include 54 Flexible Small Group plans across all math standard domains, as well as, math books to be read each week. Math terms are defined in child-friendly terms and are repeated in applicable contexts so children can practice using math language. Resources and reproducibles provided in the materials help develop number concepts. Math Cards are provided which contain a variety of vocabulary and conceptual cards to support math concept development. For example, one-to-one correspondence includes Tier 1, 2 & 3 lessons. For Tier 1, twenty lessons progress from matching real objects that are different for 1- 5 objects (6 lessons), match real objects that are the same for 1-5 objects (4 lessons), matching pictures of items that are different for 1-10 pictures (5 lessons), and, lastly, matching pictures of items that are the same or similar for 1-10 pictures (5 lessons). Materials offer scripted introductions for the teacher which is followed by the scripted model</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>section, “ I’ll show you how, first I will take out my pictures and see what I have.” The teacher is directed to note if children matched the correct animal to the correct home. The differentiation explains how you can move children upward by providing two sets of the pictures for more matches and downward by providing less sets while verbally walking children through the matching process. In PK4, Unit 9, Week 1, children have a choice between two activities. In the Investigation Location learning center, Counting & Adding Sets and Comparative Value Dice Game, children use materials such as linking cubes, counting bears, writing tools, tape, “Part Part Whole” poster, and a 10-frame chart to play two math games. Children count and add sets in Activity 1 by placing one group of linking cubes in a box and counting them and then placing another group of linking cubes into another box and counting that set. They then put the two groups of cubes together and count all of the cubes. The lesson can be extended by instructing children to draw the cubes to practice addition using counting. In Activity 2, the children and the teacher discuss comparing. The teacher asks, “What does it mean to compare?” The teacher states, “When you compare, you look at two things to see how they are the same or different.” After the discussion, the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teacher and children play a dice game. They roll a teacher-created cube that has equal colors of red and yellow. When a color is rolled, that color counting bear is placed on a 10 frame chart. The children and the teacher take turns rolling the die until one color reaches the top of the 10 frame. They then match bears one to one across the 10 frame, using comparative value language. The materials include math vocabulary words for the lesson with ten math terms and their definitions. In PK3, Unit 11, Week 3, Learning Lab center, children use non-standard units of measurement to fill, cover, or match the object being measured. In the lesson titled, "Water Measurements," children answer the question, "How many scoops of water does it take to fill my cup?" by measuring the volume of a container with cups of water. Children use a bowl of water, a container, a ½ cup measuring cup, and a ¼ cup measuring cup to measure. Children use strategies, such as prediction and exploration, to see how many ½ cups it takes to fill the container and how many ¼ cups it takes to fill the container. The materials include four math vocabulary words for the lesson and their definitions.</p>
	<p>Required 4d) Social-emotional learning is emphasized through resources and activities that support:</p>	<p>Yes</p>	<p>Social-emotional learning is emphasized through resources and activities that support the development of healthy relationships and interactions with peers</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> • Developing healthy relationships and interactions with peers and adults; • Developing a positive self-identify and sense of belonging; • Expressing feelings and beliefs that lead to successfully making decisions, accomplishing tasks, and meeting goals; • Regulating one’s own emotions and behavior; • Regulating one’s attention, impulses, and behavior; and <p>Indicators consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p>		<p>and adults through strengthening positive self-identity and a sense of belonging. Children express feelings and beliefs that lead to making decisions, accomplishing tasks, and meeting goals successfully, as well as regulating their emotions and behaviors by regulating their attention, impulses, and behaviors as outlined in Louisiana Birth to Five Early Learning and Development Standards. Materials include a standards tab highlighting PK3 and PK4 which includes all the standards. For example, Approaches to Learning targets the following skills/competencies: purposeful play, self-direction, self-control/self-monitoring, attention/engagement, planning/organization, cognition, use/organization of materials and resources, and interaction with peers. Each competency is further broken into emerging, approaching, progressing, mastering, and expanding levels. Upon clicking on Purposeful Play, the teacher is guided to the code for the PK3 and PK4 units. This includes the title, component, and target for the plan. For example, clicking on code PK3.2.2.3.MM.1 directs the teacher to the PK3 Unit 2, Family and Community. Living and Working Together. The lesson targets a game using scenarios to recognize, describe and discuss the feelings of others. Approaches to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Learning Interactions with Peers, Balloon Play, targets team competitions and the ability to provide encouragement to peers. The teacher explains the learning activity by stating, "We are going to play a fun game with balloons today. In this game, we are going to work in teams to see who can keep the balloon in the air the longest." The teacher models with the scripted language which includes 1-2 cheers or positive comments children can say. The game is played until only one team is left. Materials also provide daily opportunities for instruction and practice to support children in building social-emotional competencies, such as identifying emotions, managing small frustrations, and peer encouragement. The materials include a Calming Space Manual. This is an approach to support children with identifying, exploring, and managing strong emotions using calming spaces. The materials include a Positive Behavior Rating Scale which is a monthly social-emotional observational tool to help the teacher with classroom decision-making. The materials are based on social-emotional learning standards that give a framework to provide key markers and milestones along the way to social-emotional success. The first unit in the materials, "Get Ready to Learn," is dedicated to social-emotional learning to start off the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>year. Materials include diverse, social-emotional book read-aloud opportunities for children to participate in each week. There are diverse posters and reproducibles for identifying feelings, participating in groups, and other competencies. Positive behavior supports are included in the materials to provide strategies that set expectations and routines for prosocial behaviors, self-management, and a calm environment. The Navigation Guide explains that Learning Lab lessons have daily STEM instruction that provides opportunities for children to build positive self-images, practice self-talk, and develop persistence. In PK4, Unit 11, Week 4, children recognize and describe emotions such as happiness, surprise, anger, fear, and sadness in self. In the Journal/Author’s Chair lesson, children write and draw about a time they felt frustrated. Using a feelings poster, chart paper, and writing tools, children write after listening to the story, “She’s Got This.” The teacher and children discuss the story and how Zoe felt frustrated that she fell. They review the facial expressions and body language of feeling frustrated. They examine the feelings poster, and then they write and draw about a time they felt frustrated. The teacher guides the lesson by asking, “How do you feel when you are frustrated?” “Can you tell us</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>about a time you felt frustrated?” “Why did that make you feel frustrated?” and “How did you calm your body when you felt frustrated?” In PK3, Unit 9, Week 3, children provide suggestions for solving problems in the Morning Meeting lesson, “Give Me a Solution.” Using materials like the “Veggie Boogie” song and a Word Web, children practice providing solutions to a problem. The teacher tells the children a problem, and the children share solutions. For example, “Michelle dropped a game during center time and the pieces fell to the floor. How can Michelle solve her problem?” The teacher records children’s responses as children sing “Veggie Boogie.”</p>
<p>5. ACTIVITIES/MATERIALS SUPPORTING FAMILY PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) Materials provide a variety of family engagement activities to strengthen children’s learning and development, including but not limited to:</p> <ul style="list-style-type: none"> • Aligned activities; • Virtual portals; • Stories/books; and • Learning extensions to be completed at home. 	<p>Yes</p>	<p>Materials provide a variety of family engagement activities to strengthen children’s learning and development. In each unit, there is a tab labeled “Family Connections” with several headings. The first heading is “ECR @Home” which is available in English, Spanish and Amharic, and provides families with an online overview of the books and vocabulary that will be used in the materials. For example, PK3, Unit 9, Our Earth, Week 1, explains to families what their child will learn, key vocabulary with photographs, such as air, cloud, conservation, Earth, liquid, plant, and season, and ways they can create connections at home, such as nature</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>walks, plating, or going to a Farmer’s Market. The next heading, “Sparkler,” includes the Noggin online connection for families. Noggin videos provide online connections that are paired with the unit topic being studied. The next heading is a “Unit Letter” for teachers to send home that explains the unit focus, as well as “Social-Emotional Learning Tips,” “STEM @ Home activities,” “Unit 9 @ Home Connections,” and resources to search for in a public library that would support learning at home. Finally, teachers share information found in the “Home Connections” section. Home Connections provide additional homework teachers can send home to make additional connections with the unit topic. In Week 1, children learn about the Earth. The homework page explains that on Earth, “We can find air, land, and water.” In the homework activity, children cut out the pictures provided in the handouts and sort them as items found in the air, land, or water. Homework directions include directions for caregivers that state, “Ask your child to identify and describe what they see in the picture. After sorting, ask follow-up questions and list examples.” In Week 2, children complete a homework lesson titled, “Water Conservation.” In this homework activity, children work with their families to list ways they can conserve or reduce water usage at</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>home. There is also a “Grown-up Tip” in the assignment that asks families to pick one of the activities on the list, try it at home for one week, and have their child record what they did. In PK4, Unit 10, Week 3, children bring a “one-pager” home for their families. These one-page activities are included in each of the thematic units. This one-pager is titled “Blast Off to Space.” The one-page document outlines what the children will learn about for the month, identifies what social-emotional learning will take place, and language, literacy, math, and science skills for the month. The one-pager has an at-home component which encourages families to continue learning at home through books, conversation, and activities, and provides examples of how to do each. Examples include talking about the night sky, creating shadow puppets, and reading books like “Mousetronaut,” by Mark Kelly, “Bright Sky, Starry City,” by Uma Krishnaswami, and “Happy Birthday, Moon,” by Frank Asch.</p>
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p> <p>Materials and activities reflect a wide range of experiences for skill development.</p>	<p>Required</p> <p>6a) The materials are easy to use and well organized for children and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials provide guidance and support on how to manage transition time within the day.</p>	<p>Yes</p>	<p>The materials are easy to use and well organized for children and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials provide guidance and support on how to manage transition time within the day.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>According to the Navigation Guide, teachers are provided with evidence-based tools, resources, and instructional plans. Through the platform, teachers and leaders are able to perform a wide range of functions including customizing the daily schedule, planning differentiated lessons, managing individual child progress, and participating in digital learning experiences. Teachers are provided materials for a wide range of classroom models, including COVID-19 curriculum options for a virtual schedule, CDC In-Person curriculum, and a blended curriculum. The materials offer customized implementation plans and support for each school using the materials. In PK4, Unit 1, Ready to Learn, Transitioning Between Activities, students focus on following directions and how to transition between activities. Using the daily schedule, the teacher explains, “When you come to school, you have a chance to learn in different centers all over the classroom.” The teacher then explains that, during the day, children have the opportunity to go to centers and explains that when it is time to do “different things,” they will be directed to stop and do something else. The lesson includes teacher directions for modeling how to walk from center to center. Then children play “Freeze” as a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>way to reinforce stopping. The teacher says, "Let's play a game that will help us stop and listen when we are doing a fun activity. We are going to play FREEZE!" and shows children the "red light" that is included in the lesson materials. To strengthen skills for transition times, the teacher is directed to play the game at the start of activities, such as Morning Meeting and AM Small Groups, as a way of getting children's attention for whole group instructions and reinforcing listening. In PK4, Unit 10, Week 1, children identify the feelings of others in a lesson titled "Knuffle Bunny," Read 2. On the teacher resource page for this lesson, the following components are listed: the title of the lesson, the target skills of the lesson, the standard for the lesson, a link to print the lesson page, a link for a social-emotional lesson that mirrors the "Knuffle Bunny" lesson, and vocabulary. The page also shows materials for the lesson with links for printable PDFs, teacher preparation for the lesson, and core vocabulary. The page has teacher directions for pre-reading, during the reading, and after reading. There is an activity for differentiation, a concluding statement, and an application of the activity which encourages children to demonstrate a feeling during a transition time.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 6b) Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.</p>	<p>Yes</p>	<p>Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning. Activities are developmentally appropriate and support children's interest and enjoyment. For example in, Make a Plan-My Playground, children create a plan for a working playground model. Teachers introduce the materials which include: pictures of a variety of playgrounds, chart paper, construction paper, writing tools, markers, cardboard boxes, paper towel rolls, toilet paper rolls, wrapping paper rolls, tape, string, scissors, and craft sticks. Materials are built around purposeful, playful learning experiences. Engaging developmentally appropriate lessons are built around rich, diverse children’s literature that supports concept development and rich vocabularies in young children. The three-tier response-to-intervention model offers fun learning experiences to challenge every child. One of the seven guiding principles within the materials is “Playful,” stating that children learn through exploration and purposeful play. The materials include varied opportunities for three types of play: structured, pretend, and physical play. These play opportunities are found in Centers, Small Groups, Morning Meeting, Learning Lab, Read Alouds, Gross Motor, and Outdoor Play. Eight</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>learning centers in the classroom include Art Studio, Art Easel, Construction Zone, Dramatic Play, Exploration Station, Investigation Location, Library, and Writing. In PK3, Unit 9, Our Earth, Week 3, Farm to Table, Construction Zone Center, children build a spring garden. Materials in the center include wood blocks, Duplo blocks, paper, writing tools, and pictures of gardens. Teachers are encouraged to add toy animals that live and eat vegetables in the garden. Children construct their farms, pretending to be a farmer planting a garden or field. In PK4, Unit 9, Fun with Fitness!, Week 3, Summer Self-Care, Exploration Station Center, children make and test predictions about which sports ball will bounce the highest. Materials in the center include a baseball, basketball, soccer ball, tennis ball, paper, and writing tools. Children make predictions about how the ball will bounce. Then, children test their predictions by bouncing the balls and recording which balls bounce the highest, or lowest. Teachers are encouraged to switch the types of balls throughout the week to maintain engagement. In PK3, Unit 10, Blast Off Into Space, Week 3, All About Astronauts, during Gross Motor time, children explore gravity by throwing scarves and catching them in different ways. The teacher calls out a body part.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			The children throw their scarf into the air and try to catch their scarf with that body part. To complete the activity, the children take turns in the group by calling out the body part to catch the scarf.
	<p>Required 6c) Activities include use of safe and appropriate toys and manipulatives (e.g., play dough, dolls, toy trucks/cars, stacking rings, nesting cups, blocks, puzzles, plastic animals, puppets, rattles and musical instruments, art materials, dress-up clothes, props, realistic-looking toys that represent items such as food) that can be used in a variety of ways to help children practice and develop new skills (e.g., fine motor, memory, listening, self-control, language, problem-solving, relationship-building, physical, spatial relations) and require the most action on the part of the child.</p>	Yes	Activities include use of safe and appropriate toys and manipulatives that can be used in a variety of ways to help children practice and develop new skills and require the most action on the part of the child. Across the materials, the activities clearly provide for the integration of skills as each unit builds upon the growth of the children. For example, PK4, Unit 6, The Human Body, Week 1, Small Group, targets demonstrating an understanding of sharing. The materials require one toy per child. The teacher introduces the activity by explaining that, “Sometimes during centers, someone else may have a toy that you want to play with. Or, maybe they are using a marker that you want to use. Today, we are going to talk about what to do when this happens. We are going to learn how to share.” The teacher then explains and models words to use and the actions of sharing. In PK3, Unit 10, Week 3, Dramatic Play center, children pretend to hike through the forest like in the book “Sheep Take a Hike,” in a lesson titled, “Let’s Take a Hike.” Materials in this lesson include paper, tape, two backpacks, plastic

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>bottles, maps, and a compass. The teacher facilitates the center by talking about hiking safety and asking questions such as: “Why is it important to wear sunscreen and bug spray while hiking?” “What might happen if you don’t drink enough water while hiking?” and “What are some other ways to stay safe while hiking?” Children describe what they see on their pretend hike. Children also have the opportunity to pretend to be a park ranger, describing wildlife and vegetation they see on their hike. Plastic bottles are decorated to look like sunscreen, water, and insect repellent. Children are encouraged to draw and write a map for their hike. As they transition to lunch, the bathroom, or outside, children pretend to hike while they walk in a line. In PK3, Unit 9, Week 3, Learning Lab, children explore how different types of rain can cause the weathering of rocks in a lesson titled “Weathering Chalk”. Materials in this lesson include a grouping poster, two pieces of chalk, two clear plastic cups, two spray bottles, water, and vinegar. The teacher prepares the lesson by breaking the chalk so that several pieces fit in the cups. Then, the teacher fills one spray bottle with water, one spray bottle with vinegar, and labels the boxes on the Grouping Poster, “Water Day 1” “Polluted Water Day 1” “Water Day 2” and “Polluted Water Day 2.” Children</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>pretend a piece of chalk is a rock. They make it “rain” by spraying the chalk with the water. In another cup, they make it rain again, but this time the rain is mixed with “pollution”. The vinegar is sprayed on this chalk. Data is collected over two days, as the class continues to spray water on the chalk. The teacher selects a child who can spray the chalk with vinegar and another child who can continue to add sprays of water and vinegar to the chalk throughout the day.</p>
	<p>Required 6d) Materials are available in appropriate formats (e.g., vinyl books and board books) and a variety of formats (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<p>Yes</p>	<p>Materials are available in appropriate formats and a variety of formats. Each unit includes a print package of text titles, picture-word cards, and instructional posters. Books published for materials and the read-alouds are available in both print and digital formats, such as: “Shape Builders,” “Fruit Snack,” and “The Little Beetle.” Each unit includes a “See Materials” tab that lists the materials needed for implementing the unit. For example, in PK4, Unit 6, Buddy the Bear is a color reproducible. Songs are included in materials, such as in the PK3 lesson, “To Market, To Market.” During the second read for this story, the teacher introduces a new song at the end of the read-aloud that helps the children decide what to buy at the market. The lyrics are included in the plan. In PK3, Unit 9, Week 3, in the Investigation Location center, children sort pictures of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>fruit and vegetables and identify numbers 0-8 in a lesson titled, "Fruit and Vegetable Sort & Seed Numbers." The lesson includes a T-Chart, fruit and vegetable pictures, large numerals 0-8, pumpkin or sunflower seeds, and glue. In the first activity, the teacher helps children sort the pictures into groups of fruits and vegetables. In the second activity, children identify numbers 0-8 and then glue the correct number of seeds to the larger numerals 0-8. In PK3, Unit 6, Healthy Bodies, Healthy Minds, the teacher reads the text "My Five Senses" for the first time. While reading, the teacher stops and tells children to point to their eyes, ears, nose, and tongue, when the text corresponds to each part of the body. After reading, children practice using their senses. The teacher explains that she will show an object and informs children that they will use their sense of sight and sense of touch to describe the objects. Each child receives a small classroom toy and tells the teacher what they see and feel. The teacher records their responses. In the second reading of the text, children focus on the sense of hearing by listening and identifying different sounds, such as a whistle, tap, hum, sneeze, cough, hiccup, or yawn, as well as, sounds from a computer or phone such as a siren, lion roar, or bells ringing. In PK4, Unit 11, Week 4, in PM Small</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Groups, children identify the parts of a bicycle. Using materials, such as a PDF of a bicycle, a PDF of cycling, foil, paper, writing tools, and glue sticks, children create a bicycle. The teacher helps children create handlebars, pedals, wheels, and the seat of a bike. While working, children explain the function of each bike part. Children use the bicycle PDF to label each of the parts. The teacher can place additional materials in the Art Studio center to allow children to explore making additional bicycles.</p>
<p>7. ASSESSMENT</p> <p>Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>7a) Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, work samples and family perspectives).</p>	<p>Yes</p>	<p>Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods. The Scope and Sequence, located on the Canvas tab, provides information for both PK3 and PK4 standards taught and assessed within the materials. In the Navigation Guide, the Elements of the Every Child Ready Assessment program incorporates direct assessment, observational assessment, and teacher report data to provide teachers with actionable reporting that supports meaningful learning experiences for all children. Materials also include brief checks for understanding. These short assessments are aligned to specific performance indicators from the material’s standards. The materials include four direct assessments of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>children’s early academic skills and one teacher report measure of social-emotional skills. Assessments address select essential standards and are used to monitor progress throughout the year. Direct Assessments include Letters and Writing, Language and Literacy, Math, and Positive Behavior Rating Scale. These assessments can be administered between two and five times per year. The materials provide a Fidelity Rubric that is broken into three key domains, including High Quality Classroom Environment, Rules and Routines, and Application of Coaching and Content. A Virtual Teaching Rubric is also included. All teacher data is linked to detailed reports, including Child Progress Reports, and Classroom Quality Summary Reports. The Measurement Tools check for understanding and are aligned to specific performance indicators from the Every Child Ready Standards. Checkpoint information helps teachers monitor progress for all children, particularly those receiving individualized support. This also includes Progress Monitoring Tools and the Every Child Ready Fidelity Rubric. All assessment data is linked to detailed reports. Child-level data reporting supports teachers in instructional decisions for all children. In PK3, Unit 10, Week 2, during Flexible Small Group time, children complete two-step</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>directions quickly in a lesson titled, "Compound Sentences: Farm Stand." Children work in groups of two or three and pretend to go shopping for fruits and vegetables with grocery bags and plastic fruit and vegetables. The teacher says, "Can you pick up the apple and the banana?" and then asks the child to give the apple and banana to another child in the room. During the lesson, the teacher records if the children were able to pick up the desired toy food item and then give it to the designated person on the first prompt. The lesson includes ways to differentiate the lesson by having the children provide the oral directions to the teacher, and ways to differentiate downward by using fewer numbers of plastic fruit and vegetables to reduce any confusion when following directions. In PK4, Unit 9, Week 1, during the Learning Lab, children use the scientific process to conduct a plant growth experiment in the lesson "Seed Germination-Soil Hypothesis." After the teacher introduces the lesson with a discussion about experiments and creating a hypothesis, children observe and feel sandy soil, mud/clay, and potting soil. The teacher asks, "In which soil will plants grow the best?" The teacher records the children's hypothesis statements on chart paper. The lesson encourages the teacher to consider targeting children who did not</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>set up the activity to generate “I think...” hypothesis statements. Additional assessments include the Classroom Quality Observations, which include both formal and informal observations, such as Classroom Assessment Scoring System (CLASS), ECR Attribute Checklist (EAC), and Tier 1 Teacher Observation (T1-T). These observations focus on a variety of teacher and classroom characteristics that contribute to child outcomes. Observations are conducted by instructional leaders or trained observers.</p>
	<p>Required 7b) Materials and activities promote an ongoing process that includes observation, documentation, reflection and adaptation to meet each child’s interests and developmental needs in a variety of settings within the daily schedule.</p>	<p>Yes</p>	<p>Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child’s interests and developmental needs in a variety of settings within the daily schedule. The Navigation Guide, found within the Every Child Ready Measurement Tools, explains Classroom Quality Observations. This includes CLASS, ECR Attribute Checklist, and Tier 1 Teacher Observation checklists. According to the Navigation Guide, the materials use a variety of assessment activities, including direct measurement, progress monitoring, differentiation, ongoing monitoring, and checks for understanding. Flexible Small Groups are structured and restructured based on data from ongoing monitoring. In Flexible Small Groups, children learn</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>about oral comprehension with Tier 1 comprehension lessons. In these lessons, new words are highlighted before each lesson, indicating that this is a word or phrase that should be emphasized during instruction. This helps very young children direct their attention to new and important information. Throughout the lessons, teachers are able to anecdotally note common language children have difficulty with during this plan. In PK4, Unit 10, Week 3, Flexible Small Groups, children identify properties of shapes, including lines, sides, and corners. The lesson includes a section for assessment. During the evaluation, the teacher asks children to point to a side of a triangle and point to a corner of a triangle. In the PK3, Tier 1 Math Lesson, Link to Link-5, children match one counting link to each link given. After children are given opportunities to practice matching colored links, the teacher assesses the children by marking Y or N to denote children's ability to match 1 to 5 counting links the first time. The teacher marks "M" for multiple opportunities and "T" if teacher support is provided.</p>
	<p>Required 7c) Assessment occurs frequently to assure that current knowledge of each child's development is accurate.</p>	<p>Yes</p>	<p>Assessment occurs frequently to assure that current knowledge of each child's development is accurate. Elements for assessment within the program of materials are cyclical. As explained in the Navigation Guide, this cycle of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>assessments and activities supports child development. The cycle includes: direct measurement, progress monitoring, differentiation, flexible small groups, ongoing monitoring, checks for understanding, flexible small groups (groups restructured based on data from ongoing monitoring), differentiation, and then back to direct measurement where the cycle continues. Checks for Understanding are brief checks for understanding throughout each lesson, as well as progress monitoring tools used two to five times per year. In the materials, the Technology Platform allows teachers and leaders to perform a wide range of functions, including customizing the daily schedule, planning differentiated lessons, managing individual child progress, and participating in digital learning experiences. For example, in PK4, Unit 4, Tools, Media, and Types of Art, Day 3, the teacher introduces the concept of saying “yes” when prompted. Once introduced and children practice the skill, the teacher is directed to record whether or not children can correctly respond with “Yes” when their name is called. Under the tab Tier 1, Skill Comprehension, 15 lessons are included for assessing this skill. The teacher may also utilize tabs Tier 2 and Tier 3 for further growth and development of each child. Progress Monitoring Tools</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>includes four direct assessments of children’s early academic skills and one teacher report measure of social-emotional skills. Assessments address essential standards and are used to monitor progress throughout the year. Assessments include Letters and Writing, Language and Literacy, Math, and the Positive Behavior Rating Scale. All four progress monitoring assessments are administered two to five times per year. Social-Emotional Tools are measured using both formal and informal behavior observations and teacher ratings. The Positive Behavior Rating Scale (PBRs) is a teacher report of children’s behavior regulation and self and social awareness. The PBRs provides teachers with information on the child’s social-emotional development. The Social-Emotional Screener (SES), is a checklist designed to monitor a child’s attention and ability to focus, skills in self-regulation, as well as identify any potential “Red Flag” behaviors. The SES is completed at the beginning of the school year. The Tier 1 Student Observation (T1-S), is a checklist used to observe a child’s inattention and externalizing behaviors. The T1-S observation is a 15 minute measurement of five areas of a student’s verbal and physical behaviors in the classroom.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>8. SCAFFOLDING AND SUPPORT</p> <p>Materials and activities provide all children with opportunities and support to meet the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>8a) Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children (e.g., dual language learners and children with disabilities, etc.). Examples may include:</p> <ul style="list-style-type: none"> • Supportive language; • Movements or non-verbal cues; and • Open-ended questions that prompt children to expand complex thinking or exploration. 	<p>Yes</p>	<p>Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. The materials include guidance and strategies for both Dual Language Learners (DLL) and native English speakers for becoming proficient in reading, writing, and speaking. Materials for instruction include vocabulary instruction using the Vocabulary Instruction Protocol, a 5-step process for explicitly teaching and reviewing target vocabulary, scaffolded questioning support for centers, print materials such as visuals of key content related to classroom concepts, and DLL book supports which include a selection of books translated to Spanish as well as culturally sensitive and responsive books to support dual language learners. For example, strategies in T2 Dual Language Learnings, Unit 7, Giraffes Can't Dance, include pictures to support understanding of new vocabulary. The teacher models and practices with children and then notes whether they can identify the vocabulary words orally or by pointing. Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Support for Diverse Learners are incorporated within the framework. Materials use a tiered Response to Intervention framework to support all learners, including Tier 1, 2,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and 3 lessons. The materials include 345 tiered plans to promote survival language, vocabulary, thematic connections, and general language. Tiered Small Group plans are designed for children who need support beyond Tier 1. Tiered interventions are used with small groups or individual children. Flexible Small Group plans include accelerated content to challenge children who have shown mastery in literacy and math. Errorless Learning provides extensive scaffolding for young children not ready for independent or guided practice. Errorless Learning instruction, such as hand-over-hand, is built into tiered Small Group lessons. The materials provide select book titles as adapted readers for children who need additional language or vocabulary support. In PK4, Unit 9, Week 1, children identify wants and needs as part of the decision-making process in an AM Small Groups lesson titled, "Wants and Needs." The teacher discusses how everyone has problems which might make people feel upset or frustrated. The teacher gives examples of what the children can do when they feel that way, like deep breathing, to help figure out the problem. The teacher continues to explain that after they identify the problem, think about what they want or need. The teacher identifies wants and needs. The teacher and children sort</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>cards into wants and needs on a T-chart. Included in most lessons is the heading, “Differentiate” which includes ideas for differentiation, such as asking children to think of needs and wants and place them on the chart independently. Additionally, the teacher can instruct the children to focus on just needs. During a different Small Group or Centers, children talk about wants. In the “Apply” section of the lesson, teachers create visuals in the form of cards for items children need or want the most. Children point to the card and ask for assistance. In PK3, Unit 10, Week 4, during Flexible Small Group time, children distinguish between inside and outside noises, in a lesson titled “Voice Volume B.” This is a Tier 3 lesson that helps children initiate and/or extend conversations with peers and adults, using multiple exchanges. In this lesson, the teacher notes if the child could identify inside and outside voice examples. There is an upward differentiation with three ideas, such as allowing children to be the leader. There is a downward differentiation with two ideas. The teacher discusses and models inside voices and quiet sounds to focus on appropriate, positive behaviors within the classroom, and/or, the teacher provides visual cues for loud/outside and quiet/inside. The teacher</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 8b) Activities are flexible and allow for adjustments according to children’s needs and interests.</p>	<p>Yes</p>	<p>Activities are flexible and allow for adjustments according to children’s needs and interests. Many lessons include differentiation upwards and downwards to meet the children's different needs. The Navigation Guide suggests schedules in both full day and half-day formats, but the teacher has the flexibility to adapt, modify, and adjust routines and schedules based on the needs of the children. Teachers create customizable daily plans to fit their schedule, preferences, and their children’s needs. The Support for Diverse Learners section of the Navigation Guide provides teacher guidance for supporting all children’s needs by offering direction for intervention, enrichments, teaching attributes, errorless learning, checking for understanding, articulation, modifying books, adapted readers, and how to use real-time information to support the needs of all children. For example, Errorless Learning provides, “extensive scaffolding for young children not ready for independent or guided practice,” such as hand-over-hand which is a practice used in small group lessons. Materials also provide modifiable books in print and digital form that can be edited and printed by the teacher for individual children. Materials also provide activities that are of student choice and interest. Centers are free</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>choice learning opportunities and occur twice a day. Lesson plans can also be modified based on children’s interests. For example, in PK4, Unit 11, Week 2, children display confidence in oneself by writing and drawing “All About Me” in the PM Read Aloud, “Jamie is Jamie.” First, the teacher reads the book, “Jamie is Jamie,” about how Jamie showed children how to be themselves and play with the toys exactly how they wanted. Next, children complete an All About Me reproducible and then share their work. Time is provided during the week for all children to share all about themselves. In PK3, Unit 9, Week 2, children create a class mural highlighting Earth using their own individual drawings. Children have the freedom to draw what they want with the materials provided. Children can add stickers or ribbons to their part of the mural. In the Small Group lesson about ordering, First and Last, the Apply section encourages teachers to use comparative and ordinal words while building a tower in the Construction Zone. Using this information, teachers can adjust their Centers Facilitations to use interest in building to reinforce ordering.</p>

FINAL EVALUATION:

Tier 1 ratings receive a “Yes” in Column 1 for all Non-negotiable indicators AND Additional Indicators of Quality.

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

Tier 3 ratings receive a “No” in Column 1 for one or more of the Non-negotiable indicators.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Compile the results of Sections I and II to make a final decision for the material under review			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiables	1. Content Within the Parameters of the Standards	Yes	A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards while fostering integration of development across domains.
	2. Appropriateness of Curriculum Materials & Activities	Yes	Materials and activities focus on responsive caregiving, relationships, and emotional connection while offering guidance for routines that support the health and safety of children provided through both teacher-directed and child-initiated experiences. Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child while being culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms. Materials and activities are also incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention.
	3. Complexity of Curriculum Materials & Activities	Yes	Materials and activities optimally support children learning at different

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	4. Quality of Curriculum Materials & Activities	Yes	<p>developmental stages and present a logical and coherent progression of complexity over time.</p> <p>Language and literacy development is emphasized through resources and activities that support regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic, frequent use of repeated reading for texts read aloud, phonological awareness, and early stages of writing. Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support understanding of basic math concepts, development of science concepts, perseverance and persistence to solve problems, curiosity and exploration, creative thinking, and awareness of rules and responsibilities. Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between numbers and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards and adhering to the following indicators of quality. Math materials and activities devote time to the development of data analysis/planning, geometry/spatial sense, measurement, number concepts, and patterns/functions/algebra. Social-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			emotional learning is emphasized through resources and activities that support the development of healthy relationships and interactions with peers and adults through strengthening positive self-identity and a sense of belonging.
	5. Activities/Materials Supporting Family Participation	Yes	Materials provide a variety of family engagement activities to strengthen children’s learning and development, including aligned activities, virtual portals, stories/books, and learning extensions to be completed at home.
II: Additional Indicators of Quality	6. Implementation Format of Materials & Activities	Yes	The materials are easy to use and well organized for children and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials provide guidance and support on how to manage transition time within the day. Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment, and learning. Activities include use of safe and appropriate toys and manipulatives that can be used in a variety of ways to help children practice and develop new skills and require the most action on the part of the child. Materials are available in appropriate formats and a variety of formats.
	7. Assessment	Yes	Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>provided through a variety of appropriate methods. Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child's interests and developmental needs in a variety of settings within the daily schedule. Assessment occurs frequently to assure that current knowledge of each child's development is accurate.</p>
	8. Scaffolding and Support	Yes	<p>Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Activities are flexible and allow for adjustments according to children's needs and interests.</p>
<p>FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u></p>			

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

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

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

The [2021-2022 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. This review represents the work of current classroom teachers with experience in ECE and grades K-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.