

The experiences and skills that children develop during their early years are critically important to their success later in school. What children learn during the first few years of life helps lay the foundation for their future growth and development. It is important that teachers provide an environment and experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for three/four-year-olds.

Title: **Blueprint for Early Learning**

Age Levels: **4-5**

Publisher: **Children’s Literacy Initiative**

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Curriculum Type (Language/Literacy, Math, Integrated<sup>1</sup>): **Integrated**

Overall Rating: **Tier I, 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. Assessment (Non-negotiable)	
6. Implementation Format of Materials and Activities	
7. Scaffolding and Support	
8. Activities/Materials Supporting Parental Participation	

<sup>1</sup> **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**<sup>2</sup> 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.

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<sup>2</sup> Required Indicators of Superior Quality are labeled “Required” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I: TIER 1 AND 2 NON-NEGOTIABLES</b> <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-5. Materials must meet all of the Non-negotiable Criteria 1-5 in order for the review to continue to Section II.</b>			
<p><b>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</b></p> <p>Materials and activities are consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required FOR ALL CURRICULUM TYPES (As applicable):</b></p> <p><b>1a)</b> A large majority of materials and activities provide substantial opportunities and experiences for children to meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> (i.e., address each of the domains listed below):</p> <ul style="list-style-type: none"> <li>• Approaches to Learning,</li> <li>• Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies,</li> <li>• Language and Literacy Development,</li> <li>• Physical Well-being and Motor Development, and</li> <li>• Social-Emotional Development.</li> </ul>	<p><b>Yes</b></p>	<p>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. The materials provide intentional, instructional, and integrated activities.</p> <p>Children experience Approaches to Learning as they participate in instructional activities that allow them to explore and acquire new knowledge through physical activities. These activities provide children with the opportunities to think creatively and problem solve. For example, in Unit 1: Building Our Classroom Community, Week 2, Day 6, Message Time Plus, children demonstrate eagerness to learn through play and the exploration of the environment while completing a range of simple tasks on their own such as counting one item to the numeral. Children explore numbers one through three. They hold up the number of fingers that correspond to numbers. Children also have the opportunity to engage in play-based learning by clapping and jumping to corresponding numbers.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Children experience Cognitive Development and General Knowledge throughout the materials as evidenced in Unit 1: Building Our Classroom Community. In Lesson 12, students participate in a whole group activity for a social emotional lesson. Students sing a song about taking care of each other and play “Simon Says.” The teacher then introduces the words “problem” and “solve” and explains that sometimes you need to solve a problem. The teacher then uses puppets to role-play a common classroom problem. For example, the teacher says, “I have a problem. My pencil broke. How might I solve this problem?” The students are then invited to use the puppets to act out their own ideas. Additionally, in Unit 5: Life on the Farm, Lesson 3, the teacher shows cards with pictures of animals and discusses the animals. Then the teacher displays the cards, while students determine the pattern. The students are then given the opportunity to use the animal cards to create their own patterns.</p> <p>Children experience Language and Literacy Development throughout the materials as evidenced in Unit 9: Look Up, Week 4, Day 19, Intentional Read Aloud. In this task, children answer simple questions about print that has</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>been read aloud. Before the read aloud of "Mission to Space," the teacher reviews what an autobiography is and asks children what it is like to be an astronaut. During the read-aloud, the teacher models asking "I wonder" questions and invites children to share their thoughts. After the read-aloud, the teacher returns to the Unit Chart "What Happens in the Sky?" and invites children to add what they are learning and other questions they have.</p> <p>Children experience Physical Well-being and Motor Development through activities for physical fitness and motor skills that foster children's sound nutritional choices, health/safety practices, and physical activity for optimal learning. Students participate in various whole-body movements such as acting out new vocabulary words and yoga poses. For example, in Unit 2: Healthy Kids, Lesson 11, students practice the cat yoga pose. In Lesson 6, students learn about taking care of their bodies by eating nourishing foods. The teacher refers back to the book "Healthy Kids" and explains that eating nourishing food helps us take care of our bodies. The teacher then shares pictures of nourishing foods from supermarket circulars. Students are invited to share healthy foods they like to eat.</p>

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			<p>Throughout the materials, students engage in activities that foster healthy Social and Emotional Development. Students have the opportunity to express their feelings and beliefs of being capable of successfully making decisions, accomplishing tasks, and meeting goals. For example, in Unit 2: Healthy Kids, Day 20, Gathering Times, Greeting Time, children demonstrate confidence in completing familiar tasks by role playing their daily bedtime routine with their teddy bears. The teacher invites children to use their stuffed animals' names in the song instead of saying "Teddy Bear, Teddy Bear," and guides and supports children through the song. The teacher models the song for the children. For example, the teacher may say, "Let's use the names for our bedtime buddies in the song today. For example, my stuffed animal is named 'Curly Bear.' Listen to how I sing the song..." The teacher then asks, "Do you think your bedtime buddies enjoyed hearing their names in the song?" and listens to student responses.</p>
<p><b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>2a)</b> Materials and activities provide supervising adults routines that support health and safety of children.</p>	<p><b>Yes</b></p>	<p>Materials and activities provide supervising adults routines that support the health and safety of children. The materials provide multiple opportunities and suggestions within the themed unit texts for establishing systems which teachers can implement for safe</p>

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			<p>practices, routines, and transitions. This includes guidance for creating a safe environment for allergy alerts, responsible caregiving, routines and sanitizing and cleaning tips. The Foundations guide gives direction on setting up the classroom in a safe and child-friendly manner. A daily schedule of routines and activities is included with a brief synopsis of each time period. Guidance is provided in the Foundations guide that discusses creating space for safety and comfort to ensure the space is safe for children. The Foundations guide also provides a five-step approach for teaching procedures. The steps are needed for the schedule to run smoothly and to keep the children comfortable, independent, and capable. Additionally, the Foundations guide gives the teacher examples of each play center, as well as the types of materials that should be included in each center. In addition to the Foundations Guide, health and safety guidance is included at the lesson level as well. For example, in Unit 7: Let's Eat, Week 1, Introduction, the guide offers suggestions on creating a safe environment including the following, "make sure to practice cooking and food preparation safety as children interact with new materials. Key safety practices include: washing hands, sanitizing food preparation surfaces and tools, and following your</p>

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	<p><b>Required</b> <b>FOR ALL CURRICULUM TYPES:</b> <b>2b)</b> Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children given substantial opportunities to choose interest areas/learning centers and activities within each).</p>	<p><b>Yes</b></p>	<p>school safety guidelines. Be particularly alert to children’s allergies and ingredients.”</p> <p>Materials and activities are provided through both teacher-directed and child-initiated experiences. The materials provide a detailed set of plans for Pre-K teachers for delivering engaging, intentional, and responsive instruction. The teacher can integrate the lessons’ learning goals into the practice centers for child-initiated play which are open and based on needs and interests that the teacher acquires through the lesson. Purposeful self-initiated play opportunities are included within each theme of the materials through the Center Time. Each unit has its own suggested theme-related activities and a timetable for introducing them. The materials offer other choices as well that reflect children’s interests and needs. The centers provide children the opportunity to continue practicing and extending their learning from small group and large group activities. Practice centers offer children with activities that develop decision making and problem solving skills, enhance vocabulary, as well as social interactions amongst peers. For example, in Unit 6: Mix &amp; Make, Lesson 6, students learn about bubbles. During the whole group part of the day, children pretend to float like</p>



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			<p>bubbles, breathe as if blowing bubbles, and discuss what they know about bubbles. They also listen to a story about mysterious bubbles. During small group time, a few students meet with the teacher to use soap and water to make a bubble mixture. The centers that relate to bubbles include bubble wrap painting, making a bubble wand, and exploring a bubble bath at the sensory table. In Unit 9: Look Up, Lesson 9, students learn about clouds. During the whole group part of the day, they use rain sticks to blend words, stretch out cotton balls and blow them, and practice "Raindrops" as a Mindful Moment. They choose appropriate clothing for a rainy day and listen to the story "Rain."</p> <p>During small group time, students meet with the teacher and experiment adding drops of water to a sponge, like a cloud holding drops of rain. The centers that relate to rain include a weather station for dramatic play, a sky and ground sort in the science center, and a sky video in the technology center. In the Unit 10: Celebrating Our Classroom Community, Dramatic Play center, children plan and set up for a party by writing invitations to invite guests, wrapping presents, writing birthday cards, baking a cake or cupcakes, and decorating the space. Centers include Art, Blocks, Dramatic Play, Library, Math and Table Toys,</p>

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	<p><b>Required</b>  <b>FOR ALL CURRICULUM TYPES:</b>  <b>2c) Materials and activities are included that are culturally responsive and representative.</b></p>	<p><b>Yes</b></p>	<p>Science, Sensory Table, Technology, and Writing.</p> <p>Materials and activities are included that are culturally responsive and representative. Materials are provided in English and Spanish for dual language learners. Materials also include different ethnicities and compositional makeup. For example, the materials include American Sign Language (ASL) within the components of the lessons. In Unit 8: Animal Architects, Week 4, Message Time Plus, the teacher asks the students to answer yes/no questions in ASL. First, the teacher engages the group in a discussion. The class compares each part of the cow's body to the children's bodies. The students identify body parts and discuss what these parts do. Using the script, the teacher asks the students to think about the cow's body and compare it to their body. The teacher states, "There are parts of the cow that are similar to ours and parts that are different. Look at my picture! The cow has a tail. Who would like to volunteer to come to the board and point to the cow's tail? Do you have a tail? Sign "yes" [demonstrate] or "no" [demonstrate]." Another example of materials including cultural diversity includes the yoga cards provided for the lessons. In Unit 3: Exploring Our Local Community, Week 3, Day 13, the illustrations on the squirrel card include a child wearing a hijab.</p>

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			<p>Within the same week, Day 15, the illustrations for the bee pose include a handicapped child in a wheelchair. Additionally, in Unit 3, students listen to the story “The Wheels on the Tuk Tuk” which is a variation on the song “The Wheels on the Bus.” This allows a glimpse into Indian culture and daily life. Furthermore, in Unit 4: We Are Architects, students listen to the story “Senor Pancho Had a Rancho,” which is a bilingual version of “Old MacDonald Had a Farm.” Students learn the Spanish words for farm animals and the sounds they make.</p>
	<p><b>Required 2d)</b> 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 typically support practice through the use of worksheets, etc.). Examples of interactive and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, etc.</p>	<p><b>Yes</b></p>	<p>Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches to directly connect to daily learning and are initiated by the child. For example, Unit 6: Mix and Make: Centers: Week 3: Math and Table Toys, the teacher cuts different types and sizes of shapes out of construction paper and laminates, if possible. The teacher invites children to combine these shapes to create new images and designs. The teacher may also engage the students with open-ended questions to increase oral language and communication. The teacher may ask, “What shapes do you have? What can you make with these shapes? What shapes can you make if you put these two pieces together? What else could</p>

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			<p>you make with them?” Another example includes Unit 7: Let’s Eat, wherein the class participates in a unit project in which students interact with gardening. Children learn that food is both purchased at the store and also grown. Students measure the soil for optimal planting. Students count the number of seeds required per flower bed or per flower pot. Students measure the amount of water needed for each seed. Students are also asked to observe the scientific changes in the seeds, from a sprout to a fully bloomed flower. The teacher involves children in the planning, organizing, and maintenance of a garden to help develop their sense of ownership of it as well.</p>
	<p><b>Required</b>  <b>FOR ALL CURRICULUM TYPES:</b>  <b>2e)</b> Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>	<p><b>Yes</b></p>	<p>Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention. Within the suggested schedule, a whole group arrangement occurs during Greeting Time, Movement Time, Talk Time, Message Time Plus, Intentional Read Aloud, Small Group, and Reflection Time. Centers include art, blocks, dramatic play, library, math and table toys, science, sensory table, technology, and writing; while providing children with the opportunity to become active and independent learners. For example, in Unit 7: Let’s Eat, Lesson 1, students</p>

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			<p>engage in Greeting Time, Movement Time, Talk Time, Message Time Plus, and Intentional Read Aloud in a large group setting. During the small group setting, children describe and sort a collection of kitchen tools. Reflection time is a whole group and allows time for the children to reflect on their learning for the day. In the Unit 8: Animal Architects, Day 3, Small Group, the teacher distributes a pie plate to each child, and gives them time to make mud pies. Afterwards, children share and tell their peers about their mud pies. In the Unit 6: Mix &amp; Make, Week 3, Art Center, children mix primary colors of paint by participating in Ice Painting. They make colorful ice cubes by pouring water into the ice cube trays, adding a drop or two of food coloring to each, and freezing overnight. A piece of paper is taped to the inside of a tray and then children paint by adding a colorful ice cube to the tray and sliding the different colored ice cubes around the paper.</p>
<p><b>3. COMPLEXITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>3a)</b> Materials and activities optimally support children learning at different developmental stages.</p>	<p><b>Yes</b></p>	<p>Materials and activities optimally support children learning at different developmental stages. Throughout each unit, gray boxes, labeled “Differentiate Instruction,” provide tips for assisting students at different developmental stages. Each unit also provides gray boxes that support multilingual learners as well. For example, in Unit 4: We Are Architects, Lesson 2 provides a</p>

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			<p>“Supporting Multilingual Learners” area with suggestions. The tip suggests explicitly teaching the words “build” and “building” to new English Learners. Teachers are encouraged to use gestures, pictures, and/or directly translate it into children’s home language by using an online translation tool to support their comprehension of the thematic content. In Unit 9: Look Up, Lesson 1, the lesson includes a differentiated instruction section that suggests the following: “Differentiated Instruction is based on the idea that one size does not fit all. Some children learn better by moving around and interacting. Other children are more reticent and shy. Make sure there are spaces in your classroom designated for quiet activities, as well as interactive ones. Your learning environment should make everyone feel safe and positive.”</p> <p>In Unit 5: Life on the Farm, Lesson 1, students engage with the teacher in a small group activity to identify a pattern. The teacher begins by using pictures of ducks and geese to make a pattern in an AAB pattern. The teacher and students discuss how the cards repeat to make a pattern. The lesson details building background knowledge by using linking cubes to create a pattern of colors. The lesson also shares how to stretch children’s thinking beyond just identifying a pattern by having the</p>

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			<p>children “fix” the non-pattern examples that the teacher displays and explain their thinking as they work. In Unit 7: Let’s Eat, Lesson 2, students work with the teacher in a small group science activity. They investigate different types of foods and compare eggs that are cooked and uncooked. The teacher cracks a raw egg into the bowl, and the students share observations in response to the teacher’s questions. The teacher then distributes hard boiled eggs to each student and asks them to crack the shell, peel it, and place the shells in a bowl. The teacher cuts one of the eggs open to allow the students to see the inside. The teacher allows students to share their observations. The lesson includes a way to build background knowledge by incorporating fine motor skills by giving students other objects to practice peeling, such as an orange or stickers. To extend their thinking, the teacher may invite children to discuss how food changes as it cooks.</p>
	<p><b>Required</b>  <b>3b)</b> 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).</p>	<p><b>Yes</b></p>	<p>Materials and activities present a logical and coherent progression of complexity over time. In the literacy small group lessons, children first learn alphabet letters and sounds in the initial sound position. For example, in Unit 2: Healthy Kids, Week 2, Day 7: Message Time Plus, students focus on words that begin with the /l/ sound, such as /l/ is in lemon, lion, and lamp. The progression</p>

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			<p>continues in later units where children isolate sounds out in the final position. For example, Unit 10: Celebrating Our Classroom Community, Week 3, Day 11: Message Time Plus, children listen for the ending sound in a word. The teacher explains that “We can listen to the beginning sound and the ending sound in a word. First, we have to think and say the word. We listen carefully to the ending sound. Then we can think about which letter makes that sound and what it looks like!” The teacher then invites students to practice finding the ending sound of the word “cat” before concluding the lesson with reading and emphasizing the ending sound in a few words. Children listen carefully and tell the sound they hear at the end. In mathematics, students develop an understanding about shapes in Unit 1: Building Our Classroom Community, by learning about straight and curvy lines, and then they move to specific shapes like circles and triangles. They begin exploring numbers 1-3 by counting objects and drawing dots to show numbers. In Unit 2: Healthy Kids, Lesson 1, students explore mathematical concepts by comparing items to the length of their hand to determine longer and shorter. In Lessons 2-4, students are introduced to 10 frames and counting objects up to 10. In Lesson 5, students build upon prior knowledge they have</p>



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			<p>learned about shapes to identify a shape based upon attributes by only feeling the shape inside a bag. By Unit 9: Look Up, students learn that they can add on to numbers to make bigger numbers. In Lesson 1, students make clouds. Students and the teacher gather around a circle made with yarn. The teacher sings a song about the number of clouds in the sky and the same number of students move to the middle of the yarn circle. The teacher then reviews the quantity of clouds inside the yarn circle and asks children how many there are altogether. The teacher ends the lesson with a discussion about how adding more clouds made a larger number.</p>
<p><b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</b></p> <p><b>4a) Language and literacy development</b> is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• 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,</li> <li>• 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,</li> <li>• Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group,</li> </ul>	<p><b>Yes</b></p>	<p>Language and literacy development is emphasized through resources and activities that support regular read-alouds, frequent use of repeated-reading, phonological awareness, and early stages of writing. The materials offer language and literacy development supported by developmentally appropriate materials and activities. The materials offer regular read-alouds with narrative and informational texts that relate to the units within the program. The read-alouds not only appeal to student interests but provide discussion of inferential questions to help express understanding and comprehension. The materials offer phonological awareness activities that provide understanding of</p>

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	<ul style="list-style-type: none"> <li>• Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by the standard,</li> <li>• Early stages of writing (e.g. form shapes and letter like symbols) using a variety of tools, materials, and surfaces, and</li> <li>• Regular opportunities to communicate through written representation, symbols, and letters.</li> </ul>		<p>different units of sounds and language, such as matching sounds to words, rhyming, and syllables. Early stages of writing using different tools and materials are provided within the materials throughout lessons, as well as practice centers. Lastly, opportunities to communicate through written representation, symbols and letters are provided daily. The materials provide intentional read-alouds daily. The read-alouds not only follow the ten monthly thematic units but the weekly themes as well. For example, in Unit 7: Let’s Eat, Week 1, Day 1, Intentional Read Aloud, the guiding question and theme is “What’s involved in making a meal?” The read-aloud book is “Bee-Bim Bop,” by Linda Sue Park. Children learn that family members can shop, cook, and eat meals together and that food changes when you cook it. Vocabulary and knowledge are built in relation to the read-aloud and are introduced during the read-alouds, such as “bibimbap or bibimbop” roughly translates to “mixed up rice.” Within Unit 7, Week 3, Day 11, Intentional Read Aloud, the guiding question and theme is “Can you grow food?” The read aloud book is “Rainbow Stew,” by Cathryn Falwell, where children learn that some food grows from seeds and that seeds need water, soil, and sunlight to grow. This book connects with the previous one, where</p>

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			<p>children learn that people can shop for food and grow food. Questions, discussions, and activities within the materials include opportunities for retelling with pictures and/or props, retelling through sequencing, identifying characters, settings and or events, prediction, and asking and answering questions about the story. For example, in Unit 3: Exploring Our Local Community, Week 1, Day 4, Gathering Times, children retell the story, “The Place Where You Live,” using props and story scripts. Children also have the opportunity to expand learning in the centers. In Unit 3: Exploring Our Local Community, the dramatic play center offers suggestions for the following: “Based on the store children decided to open, gather relevant materials and props needed for children to act out interactions that might take place there. Invite them to discuss and explore what kinds of jobs they can do at the store (sort, shop, stack, build, etc.) and what kinds of items they might be shopping for. Add relevant clothing (e.g. apron, chef’s hat) and tools (e.g. carts, scales, baskets).” Phonological awareness skills are addressed through materials and activities, such as recognizing matching sounds in words and songs, segmenting spoken sentences, recognizing and producing rhymes, and identifying initial sounds. For example, in Unit 7: Let’s Eat,</p>

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			<p>Lesson 18, students listen to words and learn to identify how many syllables are in a word by tapping out beats. Lesson 19 focuses on the letter [F]. The teacher instructs students to skywrite the letters, review the ASL sign for the letter, and write the uppercase and lowercase letters on their boards. The students also practice phonemic awareness by looking at pictures and identifying the beginning sound, sorting the pictures by whether they begin with the /f/ sound or the /r/ sound.</p>
	<p><b>Required</b>  <b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b>  <b>4b) Math</b> 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 <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p>	<p><b>Yes</b></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 Developmental Standards. Each of the ten units include four weeks of learning focused on multiple math domains including number sense, geometry, measurement, data analysis, and patterns. Math skills and concepts are presented in a variety of settings including whole groups, small groups, independent stations, practice centers, and music and movement times. For example, children apply mathematical concepts and skills in several different areas each day throughout the week. Within Unit 4: We Are Architects, Week 3, Day 12, Small Group, children roll dice</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and build stacks of linking cubes. This activity strengthens students' understanding of number sense by connecting the ideas of the value on the dice with the number of linking cubes they stack. The skills continue in the same unit, on Day 13, Small Group, as children put stacks of linking cubes in size order. The teacher can extend their thinking by inviting children to compare their stacks of cubes with someone sitting nearby. The teacher is prompted to ask the children to determine the tower that is the tallest and the tower that is the shortest out of all their towers. Furthermore, in the same week, Day 14, Small Group, children compare the size of a stack of linking cubes to classroom objects and develop comparison vocabulary such as "longer than" or "shorter than." The materials also provide children with a variety of modalities for the acquisition of mathematical skills and activities. Activities and materials are presented in a variety of ways to support differentiated learning styles. These modalities include tactile, auditory, visual and kinesthetic. For example, in Unit 1: Building Our Classroom Community, Week 1, Day 3, Message Time Plus, visual learners are accommodated as the teacher draws children's attention to two kinds of lines: straight and curvy. Noticing and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>creating these types of lines sets the foundation for math lessons throughout the year. The teacher continues to use the language of “straight” and “curvy” as children identify and make shapes, and as the teacher models drawing and writing. Within the same week, tactile learners are addressed during Day 4, Message Time Plus, when the teacher invites children to skywrite the shape in the air with their finger. Afterwards, the children go on a circle hunt and locate circles on the playground. While children are eating snacks, the teacher can encourage them to think about the way a circle looks. The teacher asks students if they can use their snack to make a circle. Can they describe what makes it a circle? Auditory learners are addressed on Day 5, Message Time Plus, when the teacher shows and distributes ovals. The group discusses the attributes of an oval and compares the shape to that of a circle previously learned. Children restate the features of an oval. Children learn the proper names and features of all these shapes. Lastly, kinesthetic learners are addressed on Week 1, Day 3, Gathering Times, when children reach up and clap high, and they touch their toes and clap low. The teacher models this activity and invites children to stand, lift up their arms and clap, and then touch their toes and clap. The students continue to copy the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b>  <b>4c) Math</b> materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> <li>• Promote children’s acquisition and use of the language and vocabulary of math,</li> <li>• Promote conceptual understanding of math content, and</li> <li>• Promote children’s development of perseverance and persistence in solving problems.</li> </ul>	<b>Yes</b>	<p>movements of the teacher, counting the claps as they go.</p> <p>Math materials and activities adhere to indicators of quality regarding promoting children’s acquisition of math vocabulary, promoting conceptual thinking, and promoting perseverance and persistence. Mathematical language and vocabulary are introduced in the Small Groups throughout all units within the materials. For example, in Unit 2: Healthy Kids, Week 1, Day 2, Small Group, the teacher introduces the “ten frame” to the children. The teacher explains the word “ten frame” and demonstrates using a ten frame. Students then engage with the teacher in parallel talk, a strategy in which the teacher describes what a child is doing or seeing without asking them questions or expecting a response. In Unit 6: Mix &amp; Make, Lesson 4, the teacher works with students during Message Time Plus and introduces tally marks as a way to keep track of how many objects when counting. The teacher and students work together to add this to the Unit chart. In Lesson 5, Message Time Plus, the teacher begins the lesson by asking the children what they know about tally marks, referring back to the anchor chart used throughout the unit. The students then use tally marks to vote for the book that taught more about mixing. During Small Group of Lesson 5,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students create a mixture with cornstarch and water. The students use tally marks to keep track of the tablespoons of cornstarch that are added to the mixture. The next week, during Lesson 9, Intentional Read Aloud, students listen to the teacher reread the book “How to Wash a Woolly Mammoth.” As the teacher rereads the story, the students draw one tally mark for each step in the text. In Unit 2: Healthy Kids, students engage with shapes in the block center. Shapes of different sizes and types can be made on the floor or on poster board for children to copy. Children use blocks to build more complex structures that can be drawn. For example, children use a variety of shapes to make a large rectangle. In Unit 7: Let’s Eat, the students visit the Math and Table Toys center to fill a shopping bag with food containers. Food containers of various shapes and sizes are provided, as well as large paper shopping bags. Students problem-solve to determine a way to fit the containers inside the bag.</p>
<p><b>5. ACTIVITIES/MATERIALS SUPPORTING FAMILY PARTICIPATION</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required FOR ALL CURRICULUM TYPES:</b>  <b>5a)</b> Provides a variety of family engagement activities to extend learning from the classroom into the home.</p>	<p><b>Yes</b></p>	<p>The materials provide a variety of family engagement activities to extend learning from the classroom into the home. Each unit offers teachers suggestions, tips, and resources on how to create a learning team with families. For example, each week in the Unit Resources, a section labeled Family</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Resources includes a weekly letter that introduces the theme and how learning can be extended at home. The letters are available in both English and Spanish. These weekly letters are to encourage families to engage their children in conversations that support and enhance learning. Families can use the overview of each week’s content to provide opportunities for engaging and creative experiences at home. For example, Unit 10: Celebrating a Classroom Community, families are asked to help their child extend their communication. The letter suggests, “In this unit, we will read a biography about Jane Goodall, the environmentalist. Biographies are a terrific type of book to read with your child; they provide interesting information and expand children’s knowledge of the world. Look for other biographies to read together.” In Unit 9: Look Up, Week 1, Day 4, Message Time Plus, the lesson includes a section on Family Engagement, where the teacher encourages children and families to use the word “masterpiece” at home. Teachers are instructed to print the Building Vocabulary “masterpiece” card from the Blueprint website in the child’s home language.</p>
<b>SECTION II: ADDITIONAL INDICATORS OF QUALITY</b>			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b></p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required FOR ALL CURRICULUM TYPES:</b></p> <p><b>6a)</b> The materials are easy to use and well organized for students 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><b>Yes</b></p>	<p>The materials are easy to use and well organized for both teachers and students. Teacher editions are concise and easy to manage with clear connections between the teacher resources. Materials within the curriculum provide guidance and support on how to manage transition time within the day. The materials provide explanatory materials for teachers, as well as explicit instructions on daily and instructional routines, learning center set-up and routines, lesson and material guidance, scheduling and pacing guides, differentiation strategies, and guidance for learning opportunities during transitions. Each unit provides the following resources for teachers to utilize to support the instructional process: Unit at a Glance, Connection to Other Units, Class Book, Unit Project, Words We are Learning, Anchor Words for Multilingual Learners, Spotlight on Social Emotional Learning, American Sign Language, Anchor Charts, Unit Chart, Centers, and lessons. Center resources provide activities for students, as well as support for promoting language skills. The Foundations guide provides ideas and activities for transitions. One suggestion is to allow student choice, such as allowing the students to choose which song to sing during a transition. Guidance is also</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>provided for transitions when problems may arise. One example is if there is a line for the restroom, the teacher should stagger transition by dismissing one group at a time from centers. Materials provide support for multilingual learners when teaching vocabulary. For example, during the Intentional Read-Aloud in Unit 3: Exploring Our Local Community, Lesson 2, students listen to the teacher read the book “Bear About Town.” The teacher models and guides students to act out an activity for each place Bear goes. The students learn the vocabulary word “map” and find locations on the map. To support English Learners, the Teacher’s Guide suggests explicitly teaching the word “store” using gestures, pictures, or translating the word into the child’s home language. Strategies and how-tos for utilizing supportive materials are also included. For example, Unit 5: Life on the Farm, Week 1, Day 1, Intentional Read Aloud, the read-aloud section includes Words We Are Learning, which introduces the vocabulary word, squeal, and offers the suggestion to make a high-pitched noise. The next box, Figurative Language, suggests that at the end of the book, the author uses the phrase “the moon sailed high” implying that the moon is like a boat. In order to extend student thinking and develop children’s language skills, the teacher is prompted to ask, “Did the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>moon really sail like a boat? Why do you think the author used the word sail to describe how the moon moved? What words would you use to describe how the moon moves?" The next tip, Accessing Prior Knowledge, offers advice that states, "Farm and ranch families comprise just 2% of the U.S. population. Accessing and building background knowledge around farm life is crucial in this unit. You may find that your children can be a valuable resource to your classroom community in this regard. Over 40% of U.S. immigrants come from agricultural societies. Find out if your children's families have ever lived on or near a farm. Invite them to share about their experiences." The last suggestion, Connections to Other Units, makes the following connection "We talked about bedtime routines and the importance of sleep in Unit 2. This book allows us to cycle back to that idea."</p>
	<p><b>Required FOR ALL CURRICULUM TYPES:</b>  <b>6b)</b> Materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment and learning.</p>	<p><b>Yes</b></p>	<p>Materials and activities are suggested that appeal to children's interest in order to deepen motivation, enjoyment and learning. The materials are organized into ten four-week Units. Topics include Building a Classroom Community, Healthy Kids, Exploring Our Local Community, We are Architects, Life on the Farm, Mix and Make, Let's Eat, Animal Architects, Look Up, and Celebrating Our Classroom Community. In Unit 6: Mix &amp; Make, students engage</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>in science activities, making mixtures using a variety of substances. They learn to ask questions, make predictions, and use their senses to make observations. In the Dramatic Play center, children pretend they work in a science lab, mixing water and powders. In Lesson 7, children use straws to explore bubbles. They work with the teacher to create a bubble mixture and use their straw to blow into the mixture. In Unit 8: Animal Architects, children learn about animals that build their own homes. In the Art center, children use feathers to paint and paint their own bird eggs. In the Block center, children build animal homes from different materials and investigate rolling plastic eggs down ramps. Children learn about bugs and worms underground, animals that make homes in trees, and animals that use camouflage to hide.</p>
<p><b>7. ASSESSMENT</b></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><b>Required FOR ALL CURRICULUM TYPES:</b></p> <p><b>7a)</b> Assessments consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).</p>	<p><b>Yes</b></p>	<p>The materials provide assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards through a variety of appropriate methods. Several assessment resources are provided within each of the ten units. Each unit features a comprehensive set of teaching points that are academically and developmentally appropriate. Teachers use the checklists provided for each unit to record child observation notes. These notes can inform the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>instructional choices to meet the needs of the children. Teachers are able to observe children’s work and performance over time to create a complete record of growth and development. Literacy Assessments include the Developmental Stages of Writing. Teachers use this checklist to identify which stage an individual child is working. Teachers compare the child’s unit writing prompts, or their freely composed writing samples, to the chart. Then teachers use their observations to help advance the child to the next stage. Teachers use the Letter and Sound Knowledge tool to record each child’s growing knowledge of letters and sounds and to inform individualized instruction. Teachers then compile whole class data to help form strategic groups of children who are working on a particular skill. Teachers use the Concepts of Print checklist to break down concepts of print into discrete, measurable skills so that they can scaffold their instruction during read-aloud lessons and other experiences throughout the day. Teachers use the Phonological Awareness observation tools to note children’s knowledge of several key components of phonological awareness, including syllables, rhymes, and beginning sounds in words. The tool helps teachers in compiling class data to help analyze children’s strengths and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>needs and to individualize instruction. For example, Unit 6: Mix and Make, Week 2, Day 6, Message Time Plus, teachers assess the following components: Letter Formation, Uppercase letter [X], Lowercase letter [x], and the production of the letter sound /ks/. Math Assessments include Number &amp; Number Sense wherein children's sense of numbers and quantities and their ability to use them to count are assessed. Children learn how to count accurately, for example, by learning the verbal counting sequence and counting sets of objects with one-to-one correspondence. Also, they learn that numbers are represented in different ways such as words and symbols. Using these tools to gather data about children's strengths and needs in this area helps the teacher adapt and refine their instruction. For example, in Unit 3: Exploring Our Local Community, Lesson 6, during the small group activity, children explore plastic pennies and count how many they could scoop at one time. In the Listen/Look For section, the teacher determines, "What counting strategies do the children use? Do children accurately count the pennies? How do children compare the quantities? Are new English learners using key words such as money, pennies, more, less, the same?"</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Within Data &amp; Measurement, children measure objects to find out about their attributes such as length, weight, and height. Children also learn how to collect data or information about what they see, and then graph and analyze the data to answer questions. Teachers use these tools to gather data about children’s strengths and needs in this area in order to adapt and refine instruction. Assessments, both formal and informal, are within the units. For example, in Unit 9: Look Up, Week 1, Day 2, Small Group, teachers listen/look for the following during the math lesson and make notes, “How do children work with their partner? Do children subitize or count the number of dots on dice? What words do children use to describe how they were added?”</p>
	<p><b>Required</b>  <b>FOR ALL CURRICULUM TYPES:</b>  <b>7b)</b> Methods to assess children’s learning are ongoing, recurring, and embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	<p><b>Yes</b></p>	<p>Methods to assess children’s learning and are ongoing, recurring, and embedded throughout activities. Opportunities for observation assessment are embedded within instruction to ensure ongoing progress monitoring occurs in a natural setting without disrupting a child’s engagement in the learning process. For example, Unit 2: Healthy Kids, Week 3, Day 13, Small Group, checklist/anecdotal note taking is used to assess children’s ability to identify patterns. The teacher looks and listens to determine if children recognize if a set of cubes is a pattern or</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>not a pattern and how students describe their thinking. Ongoing progress monitoring and embedded observation assessments are evidenced throughout the materials. For example, in Unit 8: Animal Architects, Lesson 6, Message Time Plus, children are introduced to parts of a tree. At the beginning of the lesson, the teacher activates children’s background knowledge about trees by asking questions such as “What do you know about trees? Do you know the names of any parts of a tree?” The teacher then shows a photograph of a tree and discusses some of its parts. The teacher attaches the picture to chart paper and labels the parts of the tree. At the end of the lesson, the teacher names a part of the tree and invites volunteers to find that part of the tree.</p> <p>In Unit 5: Life on the Farm, Lesson 6, Small Group, children play a game with the teacher. A green card means forward, and a yellow card means backward. When children see a green card, they take one step forward. When they see a yellow card, they take one step backward. The teacher watches the children to assess if children understand forward and backward during this game.</p> <p>In Unit 6: Mix &amp; Make, Lesson 10, Message Time Plus, children learn about the letter [u]. The teacher shows a page from the book “How to Wash a Woolly Mammoth” and asks students to focus</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>on words that begin with the /u/ sound. The teacher invites students to skywrite the letter [u]. At the end of the lesson, the teacher invites students to identify the letter [u] in the message on the board.</p>
<p><b>8. SCAFFOLDING AND SUPPORT</b></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><b>Required FOR ALL CURRICULUM TYPES:</b></p> <p><b>8a)</b> Appropriate suggestions and clear instructions are provided to support the varying developmental levels of children (e.g. for dual language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.</p>	<p><b>Yes</b></p>	<p>Appropriate suggestions and clear instructions are provided to support the varying developmental levels of children while including additional, alternate, or modified activities and materials. Within each unit, differentiated activities and materials can be found to provide support for dual language learners, children with special needs, and children on varying developmental levels. Each unit of study provides teachers with background knowledge on the given topic, cultural responsiveness, language support, and special needs. Within each topic, strategies and suggestions are included to meet the needs of each diverse learner as well as adaptations and modifications. For example, Unit 8: Animal Architects, Anchor Word for Multilingual Learners offers the following suggestion, “New English Learners find themselves in a sea of language that can be tough to navigate. Anchor words are vocabulary words that activate their background knowledge from their home language and give them a context for learning a new language. Children who speak English at home will not need direct instruction to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>learn these terms, but, for children who are very new to the English language, these words will be absolutely essential. Because these children are just beginning to develop a bank of English vocabulary, it will be nearly impossible to explain their meaning using words. Gestures, pictures, and directly translating them into the children’s home language using an online translation tool will be the most effective way to help them acquire these invaluable foundations to the English language.” Lessons also include ways to extend activities or skills. In Unit 3: Exploring Our Local Community, Lesson 9, Small Group, children count how many bottle caps they can scoop out in one handful. To extend this lesson, the teacher can invite children to figure out how many they can scoop compared to another person. If students are struggling to compare quantities, the teacher can support them by practicing using a number line. In addition to the resources that are provided, the materials include family communication guidance within the lessons. For example, Unit 1: Building a Classroom Community, Working With Families offers the following suggestion, “Transitioning to school can be tricky for young ones, especially if it’s a place where they will be spending a large part of their day. Let families know that it’s</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>natural for children to experience separation anxiety. One way to help them is to prepare a goodbye ritual, something they do each and every time they say goodbye. They can share a special drop off hug, wave, or other hand sign, or they can kiss a photo of their family and then tuck it into their child’s backpack.”</p>
	<p><b>Required</b>  <b>FOR ALL CURRICULUM TYPES:</b>  <b>8b)</b> Schedule or time for activities are flexible and allow for adjustments according to children’s needs/interests.</p>	<p><b>Yes</b></p>	<p>Schedule and time for activities are flexible and allow for adjustments according to the children’s needs and interests. While each unit suggests schedules in weekly formats, the teacher has the flexibility to adapt, modify, and adjust routines and schedules based on the needs of the students. Teachers can create customizable daily plans to fit their schedule, preferences and their children’s needs. The materials provide time for students to take the lead in their learning process while maintaining the overall focus of the lesson. Within the lessons, extension modifications are provided for those students who wish to continue their learning in their own time. For example, Unit 5: Life on the Farm, Week 1, Day 5, Message Time Plus, extensions are provided in the Keep It Going section that include: “While on the playground, encourage children to look around outside. What things do they see that grow? What does not grow? Join children at the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>writing center. Discuss what they think the next pages of the book ‘Do You Know Which Ones Will Grow?’ would be if it continued. Invite them to draw and illustrate a page that could be added to the book.” The materials offer Practice Centers at the beginning of each unit which provide children an opportunity to explore their interests, learn cooperatively, make their own choices, and develop independence. Practice centers provide child-directed free play with a focus on learning outcomes. Although the materials offer the suggested Practice Centers (e.g. Art, Blocks, Dramatic Play, Library, Math and Table Toys, Science, Sensory Table, Technology, Writing), the teacher can provide alternative or additional centers based on student interest. For example, Unit 3: Exploring Our Local Community, Science Center, Differentiated Instruction Section, differentiated instruction is based on the idea that “one size does not fit all.” The materials include guidance about how some children learn better by moving around and interacting, while others are more reticent and shy. Guidance is provided to make sure there are spaces in the classroom designated for quiet activities, as well as interactive ones. The guidance is included to help teachers “match instruction to multiple</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			intelligences, learning styles, and developmental differences.”
<b>FINAL EVALUATION:</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-negotiable indicators.			
<b>Compile the results of Sections I and II to make a final decision for the material under review</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-negotiables</b>	1. Content Within the Parameters of the Standards	<b>Yes</b>	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. The materials provide intentional, instructional, and integrated activities.
	2. Appropriateness of Curriculum Materials & Activities	<b>Yes</b>	Materials and activities provide supervising adults routines that support the health and safety of children. Materials and activities are provided through both teacher-directed and child-initiated experiences. Materials and activities are included that are culturally responsive and representative. Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches to directly connect to daily learning and are initiated by the child. Materials and activities are incorporated throughout a variety of settings, including whole group time,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			centers/activity or interest areas, small group and individualized attention.
	3. Complexity of Curriculum Materials & Activities	Yes	Materials and activities optimally support children learning at different developmental stages. Materials and activities present a logical and coherent progression of complexity over time.
	4. Quality of Curriculum Materials & Activities	Yes	Language and literacy development is emphasized through resources and activities that support regular read-alouds, frequent use of repeated-reading, phonological awareness, and early stages of writing. 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. Math materials and activities adhere to indicators of quality regarding promoting children’s acquisition of math vocabulary, promoting conceptual thinking, and promoting perseverance and persistence.
	5. Activities/Materials Supporting Family Participation	Yes	The materials provide a variety of family engagement activities to extend learning from the classroom into the home.
<b>II: Additional Indicators of Quality</b>	6. Implementation Format of Materials & Activities	Yes	The materials are easy to use and well organized for both teachers and students. Teacher editions are concise and easy to manage with clear connections between the teacher resources. Materials within the curriculum provide guidance and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			support on how to manage transition time within the day. Materials and activities are suggested that appeal to children's interest in order to deepen motivation, enjoyment and learning.
	7. Assessment	<b>Yes</b>	The materials provide assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards through a variety of appropriate methods. Methods to assess children's learning and are ongoing, recurring, and embedded throughout activities.
	8. Scaffolding and Support	<b>Yes</b>	Appropriate suggestions and clear instructions are provided to support the varying developmental levels of children while including additional, alternate, or modified activities and materials. Schedule and time for activities are flexible and allow for adjustments according to the children's needs and interests.
FINAL DECISION FOR THIS MATERIAL: <b>Tier I, Exemplifies quality</b>			



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 [2020-2021 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in Early Childhood Education.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.