

## Academic Content

# Instructional Materials Evaluation Tool

(IMET) for Alignment in Resources for Infants, Toddlers, Preschool Children, and Ages 0-5

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. Early childhood educators play a critical role in a child’s foundational growth through ongoing high-quality learning interactions that align to [Louisiana’s Birth to Five Early Learning and Development Standards](#)<sup>1</sup> and through observation and assessment of children to support their learning and developmental process. Additionally, a high-quality curriculum enables early childhood educators to cultivate an environment 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 to five.

Title: **Frog Street Infant: Joyful Beginnings, Louisiana**

Age Levels: **Infants, Ages 0-18 months**

Publisher: **Frog Street Press, LLC**

Copyright: **2025**

Curriculum Type: **Integrated**<sup>2</sup>

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

### **Tier 1, Tier 2, Tier 3** Elements of this review:

STRONG	WEAK
1. Content and Complexity Within the Parameters of the Standards (Non-Negotiable)	
2. Appropriateness of Curriculum Materials and Activities (Non-Negotiable)	
3. Quality of Curriculum Materials and Activities (Non-Negotiable)	
4. Activities/Materials Supporting Family Engagement (Non-Negotiable)	
5. Implementation Format of Materials and Activities	
6. Assessment and Support for All Children	

<sup>1</sup> Access Louisiana’s Birth to Five Early Learning and Development Standards and guidance documents on the [Early Childhood Planning](#) webpage.

<sup>2</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 Early Literacy Development, Physical Development, and Interpersonal Skills).

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

- Review the **required** 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 all of the **Non-Negotiable Criteria 1-4** 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” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-Negotiable Criteria but at least one “No” for the Additional Criteria of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-Negotiable Criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SECTION I: NON-NEGOTIABLE CRITERIA</b></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 all of the Non-Negotiable Criteria 1-4 for the review to continue to Section II.</p>			
<p><b>Non-Negotiable</b>  <b>1. CONTENT AND COMPLEXITY 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> (ELDS).</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>1a)</b> A large majority of materials and activities provide substantial opportunities and experiences for children to <b>meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> (ELDS)</b>, applicable to the curriculum type (i.e., mathematics-only curricula should align to the Mathematics subdomain of “Cognitive Development and General Knowledge,” while integrated curricula should have components of all domains) while fostering the <b>integration of development across domains</b> (i.e., address each of the domains listed below):</p> <ul style="list-style-type: none"> <li>● Approaches to Learning;</li> <li>● Cognitive Development and General Knowledge which includes:               <ul style="list-style-type: none"> <li>○ Mathematics,</li> <li>○ Science,</li> <li>○ Social Studies, and</li> <li>○ Creative Arts</li> </ul> </li> <li>● Language and Early Literacy Development;</li> <li>● Physical Development; and</li> <li>● Interpersonal Skills.</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 (ELDS) while fostering integration of development across domains. Through intentional design, the Strategy Cards for Intentional Instruction and Learning Activity Cards support development in Approaches to Learning, Cognitive Development and General Knowledge, Interpersonal Skills, Language and Early Literacy Development, and Physical Development and Well-Being. The activities engage children in the learning experience in a developmentally appropriate way for children ages 0-18 months. The activities emphasize responsive caregiving, embedded within daily routines, and developmentally appropriate practices that foster curiosity, persistence, problem-solving, and relationship-building. By integrating math concepts and interpersonal interactions into everyday experiences, the materials equip caregivers to intentionally support children’s growth while meeting developmental expectations established by the ELDS. The Learning Activity Cards address the standards within the domain Language and</p>

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			<p>Early Literacy Development: Language Development (LD) developed for children ages birth to 18 months. For example, Language Development Learning Activity Card L1 for Ages 0-3 months, addresses ELDS LD 2 (Communicate with others to express self), specifically ELDS LD 2.10, providing children the opportunity to experiment with making sounds Children engage with the sensory activity, Sounds and Smiles. First, the caregiver places the child on a blanket and positions themselves face to face with the child, about twelve inches away, and interacts with cooing, humming, or simple phrases. Next, the caregiver pauses giving the child time to respond and mimic their sounds and any gestures made. Last, the caregiver plays the song, <i>Baby Face</i>, and, using expressive tones, repeats the sounds the baby makes to support early communication and language and reinforce interaction. Similarly, the Learning Activity Cards address the standards within the Interpersonal Skills (IS) domain developed for children ages birth to 18 months. For example, Interpersonal Skills Development Activity Card, IS1, Eye-to-Eye Connection, provides step-by-step guidance for strengthening caregiver-child relationships. Caregivers intentionally engage children through talking, singing, and observing cues, helping children feel safe, valued, and connected. These activities address ELDS IS 1.5.0 (Repeating actions that elicit social responses). Interpersonal Skills Development</p>

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			<p>Activity Card IS45, Calm Feelings, integrates books, music, and breathing techniques to help children experience and respond to calm interactions. Caregivers model emotional language, maintain eye contact, and use soothing voices while monitoring children’s responses. These strategies support emotional regulation, receptive language development, and trust-building (ELDS IS 1). Materials address the standards within the Approaches to Learning (AL) domain across the Learning Activity Cards. For example, Language Development Learning Activity Card L41 addresses ELDS AL 1 (Children engage in multiple and varied play-based experiences). Within this card, children engage with the activity, My Masterpiece, which is an art activity designed for children 6-12 months of age, addressing ELDS AL 1.1.0. The caregiver begins by taping a sheet of paper to the table or floor and introduces the child to chunky crayons and paper. The caregiver encourages the child to grip the crayon and make marks on the paper, guiding the child’s hand if needed. Next, the caregiver plays the songs, <i>The Itsy-Bitsy Spider</i> and <i>You Are My Sunshine</i>, to inspire movement and creativity. The child is invited to switch colors and continue exploration. The activity provides children the opportunity to explore objects, materials, and/or people in their immediate environment using their senses and interact with materials by manipulating them in a variety of ways.</p>

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	<p><b>Required</b>  <b>1b) Materials and activities present a logical and coherent progression of complexity over time</b> (e.g., 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><b>Yes</b></p>	<p>Materials and activities present a logical and coherent progression of complexity over time. Materials intentionally organize tips, tools, and resources sequentially to align with children’s ages and developmental milestones as outlined in the ELDS. Learning activities and caregiver look-fors gradually increase in complexity as children engage more intentionally with caregivers, explore their environment, and complete multi-step tasks. Learning Activity Cards provide clear instructional guidance alongside developmentally appropriate activities, ensuring alignment across all domains. Materials organize the activities by developmental stages and intentionally connect to complementary curricular tools such as books, music, photo cards, and posters, creating cohesive and scaffolded learning experiences. The Learning Activity Cards follow a logical sequence by age: 0-3 months, 3-6 months, 6-12 months, and 12-18 months. For example, Language Development Activity Card L2, Nature Sounds All Around, designed for children ages 0-3 months, engages children with listening to caregivers' calm voice as the sounds in nature are described. The activity provides opportunities to demonstrate interest and focus on voices and sounds by turning toward the sound, moving, or making sounds in response, and correlates to ELDS 1.2.0. Additionally, Language Development Activity Card L16, Listen to the Sounds, designed for 3-6 month olds, also correlates to ELDS 1.2.0, but</p>

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			<p>differs in complexity. The child is now challenged to learn to track and respond to sounds by listening to language tones and the direction of the sound. The caregiver gently moves a musical instrument from left to right, pausing to name the sound, and allows the baby to turn toward it. The caregiver provides new sounds for the child to listen for, and names the sound, and the direction through verbalized words and movement. Gross motor development is supported through age-appropriate sequenced activities, such as the Physical Development Activity Card P13, Roll Over and Over, designed for ages 0-3 months. Guidance instructs the caregiver to slowly guide the child from tummy to back, pausing to let them feel the movement. This action is paired with enthusiastic verbal descriptions to strengthen body awareness and directional understanding. This skill is reinforced in Physical Development Activity Card P30, Crawling Adventures for ages 6-12 months. In this activity, the teacher places the child on their tummy and positions Lily, the stuffed frog, a short distance away. The caregiver then encourages the child to reach, scoot, or crawl towards Lily, and asks guiding questions such as, "Where's Lily?" and "Can you move to find her?" The caregiver celebrates any movement with excitement. Materials embed sensory mats shaped in different forms across activities to support shape recognition and early mathematical thinking. In Cognitive Development Activity Card C54, Shape Crawl</p>

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			<p>for ages 6-12 months, children explore objects while the caregiver reads <i>Shapes &amp; Colors</i> and points to the different Simple Shapes cards placed along a ribbon. The caregiver prompts children to describe shape attributes. This learning is extended in Cognitive Development Activity Card C60, <i>Snack Attributes</i>, designed for ages 12-18 months. In this activity, the caregiver helps children identify and describe the shapes of foods before eating, using prompts such as, “This cracker is round. Can you find other round crackers?” These experiences support ELDS Cognitive Development goals by helping children recognize, describe, and compare shapes in meaningful, everyday contexts (ELDS CM 4.1.2).</p>
	<p><b>Required</b>  <b>1c)</b> Materials spend minimal time on content outside of <a href="#">Louisiana’s ELDS</a>.</p>	<p><b>Yes</b></p>	<p>Materials spend minimal time on content outside of Louisiana’s ELDS. The curricular tools, including the Welcome Guide, Administrator’s Guide, Tour Guide, Implementation Support resources, and Learning Activity Cards, provide intentional instructional strategies and opportunities for children to learn and grow in a safe and supportive environment with a clear alignment to the ELDS. For example, the Tour Guide outlines essential components that ensure all curricular tools and recommended activities are standards-aligned. Learning Activity Cards are organized around four developmental domains and include direct connections to the ELDS. Embedded look-fors provide intentional</p>

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			<p>opportunities for observation and assessment, while tracking tools support teachers in monitoring children’s developmental progress over time. The literature library intentionally supports the activities outlined in both the Strategy Cards for Intentional Instruction and the Learning Activity Cards, reinforcing skill development across domains. Strategy Cards offer research-based teaching practices to embed throughout the day and across routines, ensuring alignment with ELDS expectations. Additional resources, including manipulatives, printables, family connection letters, and assessment forms, are purposefully connected to the Learning Activity Cards, creating a cohesive system of instruction, assessment, and family engagement that directly aligns with the ELDS. All Learning Activity Cards in the materials align with ELDS and are designed for children 0-18 months of age. For example, the Cognitive Development Learning Activity Cards align with the Cognitive Development and General Knowledge: Mathematics (CM) domain. Learning Activity Card C8, Animal Counting, addresses ELDS CM 1.1.0 (Demonstrate interest in quantity during play). In this activity, children 0-3 months of age engage in play and exploration while being introduced to counting with the soft-touch baby farm animals. Children meet and explore the piggy, and then the brown cow with their hands, and the caregiver counts the ears aloud. Then, children touch other soft toy animals while the caregiver counts their ears. Similarly,</p>

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			<p>the Physical Development Learning Activity Card aligns with the Physical Development (PD) domain. Learning Activity Card P64, Scrub-a-Dub Dishes, addresses ELDS PD 2.2.1 (Coordinate eye and hand movements to explore objects and participate in play activities). In this activity, the caregiver introduces children 12-18 months of age to a bin with warm water and play dishes. The caregiver playfully announces, “Time to wash the dishes!” and models how to dip the sponge in the water to scrub the dish, while chanting, “Scrub, scrub, now it's clean!” While children explore washing the dishes, they develop their control and coordination of their small muscles. The caregiver also encourages children to dry and stack the clean dishes while praising the children for their efforts.</p>
<p><b>Non-Negotiable</b>  <b>2. APPROPRIATENESS OF CURRICULUM MATERIALS AND ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required - Integrated Curriculum Only</b>  <b>2a) Materials and activities focus on responsive caregiving</b> (infant/toddler), building <b>positive relationships</b> with peers and familiar adults, and/or <b>positive interactions</b> with peers and familiar adults while learning.</p>	<p><b>Yes</b></p>	<p>Materials and activities focus on responsive caregiving, building positive relationships with peers and familiar adults, and positive interactions with peers and familiar adults while learning. Materials emphasize the importance of active listening and responding to children's verbal and nonverbal cues, including recognizing different sounds and gestures, and attempts to communicate. Materials support consistent routines and foster positive interactions, with an emphasis on appropriate caregiver responses to children's needs. As they learn, the materials provide guidance for caregivers to help children and toddlers feel secure and</p>

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			<p>understand the boundaries of their environment while building positive relationships. For example, the Interpersonal Skills Development Activity Cards provide clear, step-by-step guidance for implementing relationship-building experiences throughout daily routines. Learning Activity Card IS15, Greetings, intentionally structures the morning routine to develop interpersonal skills. While welcoming each child, the caregiver encourages children to gesture, sing, and greet their peers, fostering social interaction, turn-taking, and a sense of belonging. Cognitive Development Learning Activity Card C31, Roll and Nest, provides children ages 6-12 months the opportunity to develop their spatial reasoning, problem-solving, and fine-motor skills while receiving positive interactions from caregivers. In this activity, children roll, drop, or nest the cups and balls. First, caregivers model how a ball fits in a cup and how the cups can go together. The caregiver encourages children to repeatedly try to manipulate the items in different ways. Caregivers support the children during exploration with encouraging prompts. The What to look for section prompts the caregiver to make certain observations specific to the lesson objective. In this activity, the What to look for section asks, “Does the baby explore different-sized objects by pushing, rolling, or trying to stack or nest them?” The materials instruct the caregiver to use warm expressions and soft words as they encourage children to explore the items’ sizes,</p>

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			<p>shapes, and movements. Embedded checklists and ongoing assessments support the caregiver in intentionally monitoring children’s progress in areas, such as feeling secure with trusted adults, recognizing familiar faces, and engaging with their environment. These tools help the caregiver reflect on their own interactions, adjust supports, and ensure each child’s needs are met. Together, these intentional and relationship-focused practices align with supporting children’s sense of security, attachment, confidence, and ability to develop healthy interpersonal skills.</p>
	<p><b>Required - Integrated Curriculum Only</b>  <b>2b) Materials and activities provide guidance for routines that support the health and safety of children.</b></p>	<p><b>Yes</b></p>	<p>Materials and activities provide guidance for routines that support the health and safety of children. Activities initiate and engage children in a variety of physical activities, such as tummy time and indoor and outdoor play. Responsible caregiving creates a safe and healthy learning environment for the children. The program blends caregiver-led activities with opportunities for child exploration, allowing children to practice skills, gain confidence, and interact with their environment in meaningful ways. Safety practices are embedded throughout, offering guidance on supervision, materials, and space arrangement, so children can move and explore in secure, supportive settings. The activities intentionally support children 0-18 months in developing language, communication, and both gross and fine motor skills that promote physical development,</p>

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			<p>health, and safety. For example, the Physical Development Learning Cards provide the caregiver with clear, developmentally appropriate experiences that build coordination, strength, and dexterity, while keeping learning purposeful and engaging. For example, Physical Development Learning Activity Card P1, Tummy Time Under the Sky, encourages children to lift their heads, reach for objects, and visually track movement while lying on a blanket outdoors. Gentle caregiver prompts and voices motivate movement, while the natural environment provides rich sensory stimulation through sights, sounds, and textures. Similarly, Learning Activity Card P63, Teddy Bear’s Picnic, promotes both gross and fine motor skills as children pretend to pick up, carry, and arrange items for a picnic while following simple directions from the <i>Teddy Bear, Teddy Bear</i> song. This activity combines movement, listening, coordination, and imaginative play. Learning Activity Card P55, Walking Trails Adventures, provides meaningful opportunities to strengthen gross motor skills, coordination, and confidence. In this activity, the caregiver designs simple obstacle courses using cushions, soft logs, outdoor toys, and tunnels, and invites children to walk, step over, crawl through, and navigate pathways with gentle prompting and encouragement. The song <i>Walking My Baby Back Home</i> adds a rhythmic, motivating element that supports participation and engagement. As children attempt new</p>

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			<p>movements and physical challenges, they build balance, body awareness, and self-confidence within a safe, supportive environment. Interpersonal Skills Development Learning Activity Card IS68, Let's Be Safe, designed for children, 12-18 months, children learn safety routines that develop their confidence and self-regulation skills through repeated practice of safe choices. First, the caregiver positions the child directly in front of them so the child's face and feet can be seen as they read the book, <i>Feet</i>. As the book is read, the caregiver discusses safe choices that involve children's feet. After reading, the caregiver models and verbalizes safe behaviors, such as walking slowly and safely. The caregiver encourages children to demonstrate their safe behaviors involving their feet. They revisit a page in the book that shows feet kicking a ball and discuss classroom safety. Children learn that kicking a ball makes it go in the air, but kicking a friend is not kind or safe.</p>
	<p><b>Required</b>  <b>2c)</b> Materials and activities provide both <b>teacher-directed and child-initiated</b> experiences (e.g., children receive substantial opportunities to choose interest areas/learning centers and activities within each when age-appropriate).</p>	<p><b>Yes</b></p>	<p>Materials and activities provide both teacher-directed and child-initiated experiences. The activities in the materials include teacher-led instruction, but also provide opportunities for children to develop autonomy, skill development, and creativity by allowing ample time for child exploration and play. Children have the opportunity to choose activities or interest areas in learning experiences in age-appropriate ways for children 0-18 months of age. For example, Physical Development</p>

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			<p>Learning Activity Card P30, Crawling Adventures, develops children’s balance and stability while encouraging autonomy. The child lies on a soft blanket on their tummy on a surface where exploration is safe. Lily or the child’s favorite toy is positioned a short distance away. When the child persists, the caregiver encourages the baby to crawl or reach toward it and reinforces movement with smiles, claps, and verbal encouragement.</p> <p>Physical Development Learning Activity Card P55, Walking Trails Adventure, allows children opportunities to develop control, strength, and coordination of large muscles while showing initiative and exploring independently. A safe outdoor path is created with different textures and heights for the child to step over, crawl under, and go around. The caregiver guides the children through the course, using only gestures and verbal encouragement. Then, children decide how to move through the path with supervision and positive reinforcement. The caregiver looks for the child to attempt to navigate the trail by stepping over, crawling under, or going around obstacles, with or without support.</p> <p>In Learning Activity Card C69, Drop It, children experiment with different objects dipped in paint to create marks on paper. Similarly, Learning Activity Card, C77, All-Gone Painting! encourages children to use their fingers or sponges to explore paint through imaginative play. Caregivers use verbal cues such as, “We are going to make some art today using paint!” to invite</p>

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			<p>participation and exploration. These activities support fine motor development, creativity, and early understanding of cause and effect in mark-making. While the caregiver initially leads the activities, the materials provide opportunities for children to make choices and explore on their own and with their peers.</p>
	<p><b>Required</b>  <b>2d)</b> Materials and activities allow substantial opportunities for frequent practice of skills using <b>interactive and hands-on approaches</b> that directly connect to daily learning and are initiated by the child (e.g., do not support practice through the use of worksheets, 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 that directly connect to daily learning and are initiated by the child. The materials take on an interactive, hands-on approach to learning, including activities such as physical movement, investigations, play, oral interaction, interactive engagement, and kinesthetic activities. Materials guide the caregiver to encourage children to move freely, investigate independently, and select or transport objects on their own, supporting both physical development and cognitive growth. The caregiver uses a variety of words and connects words to familiar words children know. Children’s responses are repeated and elaborated on. For example, Physical Development Learning Activity Card P26, Floating Feathers, engages children in visual tracking and early problem-solving skills, while strengthening hand-eye coordination and fine-motor control. The caregiver begins by holding a large, soft feather above the child and directs the child to watch the feather as it floats down to the child. When the feather</p>

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			<p>lands, the child is guided to touch and pick up the feather while the caregiver says, “The feather is soft!” The activity is repeated with directions for the child to track its movements or reach for the feather while the caregiver describes the child’s actions. Interpersonal Skills Development Activity card IS66, Thumbkin Sensory Glove, is a multisensory learning activity, using touch, movement, and song to strengthen language development and tactile discrimination. The caregiver moves an adult-sized glove with small pieces of textured material on each finger while singing <i>Where is Thumbkin?</i> Children touch each textured finger while the caregiver describes the finger and asks the children what it feels like to them. Lastly, children engage with discovery questions, such as asking children to find smooth or bumpy fingers. An extension activity is also included where the caregiver places different textures on the glove and plays <i>Thelma Thumbkin</i> with hand movements. During Learning Activity Card, P23, Stacking Stuff, the caregiver encourages children to touch, mouth, and grip rings as they explore how the pieces stack on top of one another. In Learning Activity Card P49, Beanbag Fill and Dump, the caregiver prompts children to pick up beanbags and drop them into a bucket. The caregiver uses clear verbal prompts to model and encourage repetition of the action, such as “Watch! The beanbag goes in!” reinforcing hand-eye coordination, attention, and early understanding of cause and effect. This hands-</p>

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	<p><b>Required</b>  <b>2e)</b> Materials and activities provide frequent opportunities for children to make <b>meaningful connections to their own knowledge and experiences</b>, allowing them to demonstrate an awareness of themselves as individuals and as members of a family and community.</p>	<p><b>Yes</b></p>	<p>on exploration supports fine motor development and early problem-solving.</p> <p>Materials and activities provide frequent opportunities for children to make meaningful connections to their own knowledge and experiences and allow them to demonstrate an awareness of themselves as individuals and as members of a family and community. Materials provide support with appropriate strategies and suggestions for diverse learners and children with varying learning needs. For example, Language Development Learning Activity Card L63, Family Touch and Feel, develops understanding that print has meaning and allows children ages 12-18 months to explore the texture of different familiar objects. In this sensory activity, children read the <i>Families</i> book with their caregiver. During reading, the caregiver guides children to point to details in the pictures, such as the person’s hair, shirt, or object they use. Different materials are offered that match the pictures, and the children touch the textures represented in the book. Lastly, children make meaningful connections as the caregiver shows the child’s family photographs and asks the child to explore the texture that matches their own picture. Interpersonal Skills Development Activity Cards offer step-by-step guidance for relationship-building activities. For example, Learning Activity Card IS1, Eye-to-Eye Connection, encourages caregivers to set aside time to talk, sing, and interact with</p>

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			<p>children while observing and responding to the child’s cues. With Learning Activity Card IS45, Calm Feelings, the caregiver discusses emotions with children through books and music. The caregiver teaches breathing techniques for children to practice. The caregiver monitors children's response to songs and calm voices as the book is read to them. The Inclusion Materials of the platform provide an Inclusive Strategies Guidebook, Strategy Cards, and Digital Books to support caregivers with strategies and suggestions to support varying children’s needs. For example, The Inclusive Classroom: Strategies for Intentional Instruction card offers suggestions on modifying activities to meet developmental levels and highlights the Learning Activity Cards strategies under the Teacher Tips. The card also provides environmental suggestions, such as using a wedge during tummy time to help children reach toys, and reviews caregiver roles.</p>
	<p><b>Required</b>  <b>2f)</b> Materials and activities incorporate a <b>variety of settings</b> (indoor and/or outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention.</p>	<p><b>Yes</b></p>	<p>Materials and activities incorporate a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention. Materials provide opportunities for indoor and outdoor play. Lessons frequently include a variety of structures, such as small group instruction, whole group instruction, centers, and individualized interaction time. For example, Physical Development Learning Activity Card P35, Animal Dances, can be</p>

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			<p>completed individually or in a small group. The caregiver sits with the child, reads the book, <i>Animals Talk</i>, and points to the animals while making their sounds. The caregiver asks the child to try the animal sound, too. Next, the caregiver acts out the movements of each animal, like the chicken’s wings flapping. The caregiver then invites the child to move like the animal, as well. Lastly, the caregiver plays the audio song, <i>Old Macdonald Had a Farm</i>, while acting out simple motions. Interpersonal Skills Development Learning Activity Card IS62, Outdoor Painting, structured as an outdoor center activity, involves a large piece of paper which is hung outside at the child’s height, along with natural items, such as leaves, small branches, flowers, or pine needles, paint brushes, and water. The caregiver encourages children to dip the nature item in water and paint by patting it on the surface of the paper while making a sound like “swoosh.” The caregiver asks open-ended questions, such as, “What does it feel or look like?” Children have the option to paint other items, such as the sidewalk or fence. In Learning Activity Card P 1, Tummy Time Under the Sky, the caregiver encourages children to lift their heads, reach for objects, and visually track movement while lying on a blanket outdoors. The caregiver’s voice prompts movement, and the natural environment stimulates the child’s senses. In Learning Activity Card L30, Exploring Nature Sounds, the caregiver describes sounds heard in nature and invites children to repeat them,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			supporting auditory awareness and engagement, with adaptations provided in Teacher Tips to ensure participation for all children, including those with disabilities.
<p><b>Non-Negotiable</b>  <b>3. QUALITY OF CURRICULUM MATERIALS AND ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Applicable to Ages 0-3</b>  <b>Required - Integrated Curriculum Only and Language and Literacy Curriculum</b>  <b>3a) Infant and toddler language and early literacy development</b> is emphasized through resources and activities that support (where age-appropriate):</p> <ul style="list-style-type: none"> <li>● Frequent talk and conversations during daily routines (e.g., diapering and transitions);</li> <li>● Intentional and frequent educator-child and peer-peer interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate;</li> <li>● Open-ended questions;</li> <li>● Use of texts, including rhymes, finger plays, and music/songs, that are age-appropriate for each stage;</li> <li>● Regular and repeated read-aloud (with close repetition) of texts related to a theme or topic (e.g., animals, cities, weather) to accelerate background knowledge and vocabulary development;</li> <li>● Pre-writing skills (e.g., holding objects and scribbling or drawing/painting to convey a message); and</li> <li>● Print awareness (e.g., exploring, touching, and holding board books).</li> </ul>	Yes	<p>Infant and toddler language and early literacy development is emphasized through resources and activities that support frequent talk and conversations during daily routines; intentional and frequent educator-child and peer-peer interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate; open-ended questions; use of texts, including rhymes, finger plays, and music/songs, that are age-appropriate for each stage; regular and repeated read-aloud of texts related to a theme or topic to accelerate background knowledge and vocabulary development; pre-writing skills, and print awareness. The Learning Activity Cards include both instruction and developmentally appropriate activities aligned to the ELDS. The cards are organized by stages of development and intentionally connect to other curricular tools, including books, music, photo cards, and posters. For example, Language Development Learning Activity Card L18, Story time, engages children 3-6 months of age. This literacy activity provides children with opportunities to learn emotions by watching facial expressions and hearing different tones. The caregiver reacts to children's responses, building communication skills. First, the caregiver holds the child in their lap and reads</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Applicable to Ages 3-5</b>  <b>Required - Integrated Curriculum and Language and Literacy Curriculum</b>  <b>3a) Language and early literacy development</b> is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>● Regular read-aloud of appropriately complex narrative and informational texts related to a theme or topic (e.g., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development;</li> <li>● Frequent use of a repeated-reading approach for texts read aloud, building from the enjoyment of the story and basic/literal comprehension to the 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> <li>● Print concept activities that demonstrate knowledge of books and how print conveys meaning;</li> <li>● Alphabet awareness activities that require letter recognition and making letter-sound connections (e.g., identifies letters and sounds in print) and explicitly teach letter sounds;</li> <li>● Phonological awareness activities that demonstrate understanding of different units of sound and language to the</li> </ul>		<p>the book, <i>Lily’s Feelings</i>, with expression and gestures. Next, the Feelings Cards are placed in the pocket cube, and the cube is rolled. The caregiver describes each emotion rolled with exaggerated sounds and expressions, and then connects each emotion to Lily in the book. The learning card includes an extension activity in which the caregiver sings the song, <i>If You’re Happy and You Know It</i>, while encouraging movement, dance, and clapping. Language Development Learning Activity Card L62, <i>Twinkle Clap</i>, is created for children 12-18 months of age. This activity promotes early phonological awareness learning and communication development. The caregiver and children sing <i>Twinkle, Twinkle, Little Star</i> and clap one time for each syllable. Next, the caregiver makes a visual connection with a drum. The caregiver sings the song again and taps the drum for each syllable, while encouraging children to tap along on the drum. The materials instruct the caregiver to gently guide children’s hands to teach the clapping motion, if needed, and to look for responses to the rhythm and song. Learning Activity Card L1, <i>Sounds and Smiles</i>, supports early communication skills by prompting the caregiver to observe whether a child responds to them through eye contact, vocalizations, or gestures.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>appropriate degree as stated by <a href="#">Louisiana’s ELDS</a>;</p> <ul style="list-style-type: none"> <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><b>Required - Integrated Curriculum Only</b></p> <p><b>3b) Cognitive development and executive functioning</b> are emphasized, where age-appropriate, through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• Understanding of basic concepts outlined in the “Cognitive Development and General Knowledge” domain of the Standards: <ul style="list-style-type: none"> <li>○ Mathematics</li> <li>○ Science</li> <li>○ Social Studies</li> <li>○ Creative Arts;</li> </ul> </li> <li>• Development of scientific inquiry (e.g., observe, ask questions, predict, make comparisons, conduct scientific investigations and simple experiments);</li> <li>• Perseverance and persistence to solve problems;</li> <li>• Curiosity and exploration;</li> <li>• Creative thinking (e.g., pretending, make-believe play, role-playing); and</li> <li>• Awareness of rules and responsibilities.</li> </ul>	Yes	<p>Cognitive development and executive functioning are emphasized, where age-appropriate, through resources and activities that support understanding of basic concepts outlined in the Cognitive Development and General Knowledge domain of the Standards; development of scientific inquiry; perseverance and persistence to solve problems; curiosity and exploration; creative thinking; and awareness of rules and responsibilities. Learning Activities immerse children in the Cognitive and General Knowledge concepts and topics of math, science, social studies, and creative arts. Science and math standards are embedded at developmentally appropriate levels, ensuring children build foundational skills through meaningful, hands-on experiences. The design of the activities within the materials encourages children to explore, be creative, problem solve, question, and make discoveries as they interact with their surroundings and build relationships with caregivers and peers. Cognitive and executive function development are intentionally modeled, explicitly taught,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and consistently practiced through the use of Learning Activity Cards, structured daily routines, and engaging activities. For example, Language Development Learning Activity Card L51, Building Blocks, designed for children 6-12 months of age, incorporates concepts of math, science, and creative arts. This Science Technology Engineering Arts and Math (STEAM) activity provides children opportunities to use imagination, creativity, problem-solving, expression, and engagement with others. The caregiver and children begin by stacking the blocks one at a time while chanting, “1 block, 2 blocks, 3 blocks...up, up, up!” They stack the blocks in different ways, attempting to make the stack taller, and experiment with different sizes, directions, and balance. As this interaction occurs, the caregiver models and describes their actions in simple words. The caregiver encourages the children to imitate the demonstrated actions. After building, the caregiver guides the children to gently knock the towers down and say, “Boom, Crash, Uh oh,” and laugh. Then, they rebuild the tower and continue exploration. Cognitive Development Learning Activity Card C61, Eyedropper Color Magic, an art learning activity, provides children with opportunities to explore the world through investigation. First, the caregiver introduces and reads the book, <i>Shapes &amp; Colors</i>, with special attention to the colors in the book. Next, the caregiver mixes yellow and blue paint with water in separate bowls. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>caregiver describes the color and connects the color to items in the book. For example, the caregiver says, “This color is blue like the star in the book.” The caregiver invites the children to touch the colored water. Then, in Guided Discovery, children mix the colors on a coffee filter with an eyedropper to make green. During the extension activity, they repeat the activity with the colors red and blue to make purple, and listen to the <i>Itsy Bitsy Spider</i> as background music. The caregiver sends the coffee filters home for children to share their discoveries. In Learning Activity Card P78, Mash and Taste, the caregiver encourages children to experiment with the properties of objects and substances, including manipulatives, toys, cloth, and food. They explore how fruit changes when mashed as they handle bananas and strawberries, observe changes in texture, and describe how the fruit looks, tastes, and feels. The caregiver supports learning by reading, <i>Lily Likes to Eat</i>, and prompts discussion with visual support. Similarly, in Learning Activity Card C58, Nature’s Sets and Groups, the caregiver invites children to observe living things, identify similarities and differences, and group items based on shared characteristics. These activities promote early observation, comparison, and classification skills that support foundational mathematical and scientific understanding.</p>
	<b>Applicable to Ages 3-5</b>	<b>N/A</b>	Not applicable for this age level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required - <i>Integrated Curriculum and Math Curriculum Only</i></b></p> <p><b>3c) Math materials and activities devote a large majority of the time (75% or more) to the development and understanding of the following:</b></p> <ul style="list-style-type: none"> <li>● Knowledge of numbers: Activities and materials allow children to demonstrate knowledge of numbers and the relationship between numbers and quantities.</li> <li>● Patterns and Operations: Activities and materials allow children to demonstrate, in a variety of ways, knowledge of patterns and mathematical operations.</li> <li>● Measurement: Activities and materials allow children to measure objects by their various attributes and make comparisons.</li> <li>● Shapes and Spatial Relationships: Activities and materials allow children to identify shapes and describe their properties.</li> </ul> <p>Additionally, materials and activities <b>align with the domain of “Mathematics”</b> outlined in <a href="#">Louisiana’s ELDS</a> and 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>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Non-Negotiable</b>  <b>4. ACTIVITIES/ MATERIALS SUPPORTING FAMILY ENGAGEMENT</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>4a)</b> Materials provide a variety of <b>family engagement</b> activities to strengthen children’s learning and development, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Aligned activities;</li> <li>• Virtual portals;</li> <li>• Stories/books; and</li> <li>• Learning extensions to complete at home.</li> </ul>	<p><b>Yes</b></p>	<p>Materials and activities provide a variety of family engagement activities to strengthen children’s learning and development. Materials include a wide range of family engagement resources that align with classroom learning and help the caregiver understand how daily experiences connect to developmental milestones and standards. Family resources include guiding activities, tools, and support, including 52 Lily’s Family Letters, offered in English and Spanish, with teacher notes, songs, readings, and age-specific activities that strengthen the home–school connection, connecting classroom activities to children’s home life. For example, Lily’s Family Letter Week 2 focuses on introducing reading to the child. Page one includes a family letter detailing engaging and practical suggestions, like reading and singing to the child, creating quality family opportunities, and reinforcing important skills learned in the classroom. The letter also includes the song of the week, <i>The More We Get Together</i>. On page two, the letter provides suggested activities categorized by developmental age. Children 0-3 months complete Storytime Snuggles, children 3-6 months complete Introduce Board and Cloth Books, children 6-12 months engage with Following Words with Your Finger, and children 12-18 months complete the activity, Books and Beyond. Each weekly school-home connection letter includes a concept with related activities and songs. Lily’s Family Letter, Week 5, focuses on optimizing interpersonal skills</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>development. The letter shares information on how positive experiences help strengthen child development and includes the song of the week, <i>Good Morning</i>. The activities include topics of building trust, funny faces connecting to emotions, cause and effect, and a block tower connecting to problem solving. Also, the activities use family pictures to help strengthen the child’s connection with their families during the day and help caregivers learn more about the child’s culture. Learning Activity Card IS55, Family Picture Wall, supports the development of connections by encouraging children to engage with familiar faces displayed on a family photo wall. Lastly, assessment materials feature family communication forms, All About Me profiles, to build caregiver understanding of each child, and daily reports that share progress toward developmental milestones and highlights of the child’s day.</p>
<b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b>			
<p><b>5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b></p> <p>Materials and activities reflect a wide range of experiences for skill development.</p>	<p><b>Required</b>  <b>5a)</b> The materials are <b>easy to use and well organized</b> for children and early childhood educators. Educator 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 children and early childhood educators. Educator 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. The systematic organization and user-friendly materials ensure accessibility and clear implementation. Built-in guidance supports effective scheduling and the ongoing collection of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>assessment data to monitor each child’s development and acquisition of new skills. For example, the materials prepare caregivers to provide children 0-18 months with engaging and effective routines and learning experiences. A walkthrough video gives a brief overview of the program. The Welcome Guide clearly outlines program components, organizational tools, and the research behind instructional strategies, helping leaders and caregivers implement teaching practices, support families, differentiate for all children, and use assessments to monitor progress. Professional supports such as Teacher Tips and Did You Know pages provide practical guidance for effective planning and nurturing learning environments. Additionally, the Administrator Guide provides resources for school/center leadership, including clear actions aligned to the core curriculum components, research-based rationale to support coaching and professional development, practical tools, frameworks, and support for staff, assessment, and family partnerships. The Learning Activity Cards, organized by domains, include language development, cognitive development, physical development, and interpersonal skills development. Within the Activity Cards, organized by age band, include 0-3 months, 3-6 months, 6-12 months, and 12-18 months. Each Learning Activity Card provides the goal, approach to learning, look for focus, and materials, as needed. In the digital materials,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the Related Resources provide digital links to the resources for each activity, such as a digital book or photo cards. Each Learning Activity Card includes step-by-step guidance, classroom organization suggestions, and Try It Another Way adaptations to support varied learners, along with a Teacher’s Corner that provides additional strategies for skill development. For example, in Learning Activity Card, L15, Balls and Rattles, materials guide the caregiver to scaffold learning by gently supporting a child’s grasp if they cannot yet hold an object independently. To support implementation, the program embeds short, targeted professional development videos organized by instructional domain and age level. Strategy Cards engage educators in strategies for intentional instruction. Strategy Tips provide guidance for transitions, such as giving a warning before picking up a baby, explaining what is coming next, and preparing materials in advance.</p>
	<p><b>Required 5b)</b> Suggested materials and activities appeal to <b>children’s interests</b> in order to deepen motivation, enjoyment, and learning.</p>	<p><b>Yes</b></p>	<p>Suggested materials and activities appeal to children’s interests in order to deepen motivation, enjoyment, and learning. The intentional design of the activities, books, and songs reflects each child’s developmental age, ensuring learning experiences are appropriate, engaging, and meaningful. A balance of group and individual activities sustains children’s interest and supports varied learning needs, while embedded relationship-building experiences foster trust, comfort, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>confidence. For example, Cognitive Development Learning Activity Card C62, Number Stomp and Count, is designed for children ages 12-18 months. First, the caregiver lays Sensory Mats across the room in a line with the child at the end. The caregiver says “Go!” and encourages the child to crawl or walk across the Sensory Mats. The caregiver counts the number of mats with excitement as the child reaches each mat. After the child reaches the end, the caregiver celebrates, picks up the child, and then walks along the line, while counting with a bounce for each mat. The caregiver looks for the child to join in counting or imitating number-like sounds while moving. Language Development Learning Activity Card L17, Watch It Sink, begins with a bin of water where the child can see it while lying on their tummy or while being gently supported. The caregiver directs the child’s attention to the water to see what will happen. The caregiver slowly drops sinking objects into the water. The caregiver points and talks about the movement of the object, supporting the child to track the object as it sinks with their eyes and language development. The caregiver gently taps the bin to make interesting ripples as the child tries to find the objects. The caregiver encourages the children to complete tasks and activities and demonstrates satisfaction upon completion throughout the materials. During Learning Activity Card P59, Try It On, the caregiver encourages children to put on and remove articles of clothing,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>promoting independence and persistence. Effort is intentionally celebrated through caregiver language such as, “You put on the coat! Now let’s put on the shirt!” Children can also observe their own progress using the Easel Mirror and respond to what they see, reinforcing a sense of accomplishment.</p>
	<p><b>Required</b>  <b>5c) Activities include the use of safe and age-appropriate toys and manipulatives</b> (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).</p> <p>Materials can be used in a variety of ways to help children <b>practice and develop new skills</b> (e.g., fine motor, memory, listening, self-regulation, language, problem-solving, relationship-building, physical, and spatial relations) and require the most action on the part of the child.</p>	<p><b>Yes</b></p>	<p>Activities include the use of safe and age-appropriate toys and manipulatives. Materials 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. Through these materials, the caregiver encourages children to strengthen their executive function skills. By exploring and engaging with their environment, the activities challenge children to think critically and develop solutions to problems. Additionally, interactive play experiences with peers further enhance executive function development by promoting cooperation, turn-taking, and shared problem-solving, while responsibilities, such as cleaning up after activities, help children practice self-regulation and accountability. For example, in Cognitive Development Learning Activity Card C10, Exploring Textures, the activity provides children opportunities to develop sustained attention and persistence, as they begin to recognize patterns and relationships. To begin, the caregiver offers a fluffy toy to the child and guides the child’s hand to touch it. The caregiver says, “This toy is soft and cozy!”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Next, the caregiver presents and describes a bumpy Sensory Mat to the child, who gently feels the mat. Next, the caregiver slowly alternates and describes new objects. During the extension activity, the caregiver offers and describes a sound toy, allowing the baby to hold it and look at it. Interpersonal Skills development Learning Activity Card IS69, Push and Pull, provides children the opportunity to attempt to push and pull objects, respond to movement words, and imitate the adult model. First, the caregiver reads the book, <i>Things that Go!</i> focusing on the page that shows the train. Next, the caregiver shows a toy train to the child and motions it forward and back, naming each direction. The caregiver models playing with the train to make it go down the track. The caregiver emphasizes the vocabulary words, forward, back, push, and pull. The caregiver gives the train to the child and encourages the child to play with the train and to “push it forward” and “pull it back.” In the Try it Another Way suggestions, the activity notes that utilizing a small wagon is also appropriate. In Interpersonal Skills Learning Activity Card IS14, Follow That Toy, the caregiver places two children side-by-side on their backs and encourages them to visually track different toys and objects. This early responsiveness to objects and sounds introduces children to the skill of responding to people, supporting peer engagement and early communication skills.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>5d)</b> Materials are available in <b>appropriate formats</b> (e.g., vinyl books and board books) and a <b>variety of modalities</b> (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<p><b>Yes</b></p>	<p>Materials are available in appropriate formats and a variety of modalities. Materials are provided in formats appropriate for all age levels and are designed using developmentally appropriate practices. For example, materials include 52 fully colored laminated Learning Activity Cards with large photographs on the front to engage the child and support the instructional process. The back of the cards provides language development prompts for caregivers that connect to the activities in the materials, as well as American Sign Language representing the photographs. The materials include a twenty book Literature Library with both fiction and informational texts that have engaging illustrations with a variety of art or photographs. The library is provided in print and digital formats. Materials also include five additional digital books connected to the learning activities. The Tour Guide highlights the Literature Library, Learning Activity Cards, Activity Boxes with pocket sleeves for organization, Photo Cards, posters, manipulatives, the Lily puppet, and Family Letters. Also, the Bonus Digital Content includes an Inclusive Strategies Guidebook and additional Strategy Cards, equipping caregivers with the tools needed to support the learning and development of all children. Additionally, materials provide a list of musical baby song audio files, including songs such as <i>Baby's Hokey Pokey</i>, <i>Five Silly Monkeys</i>, and <i>Good Morning to You</i>.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>6. ASSESSMENT AND SUPPORT FOR ALL CHILDREN</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</b></p> <p><b>6a) Assessments</b> consistent with <a href="#">Louisiana's ELDS</a> are provided through a variety of appropriate methods that meet each child's developmental needs and interests in a variety of settings within the daily, weekly, and/or monthly schedule (e.g., anecdotal observations/notes, photographs, checklists, work samples, and family perspectives).</p>	<p><b>Yes</b></p>	<p>Assessments consistent with Louisiana's ELDS are provided through a variety of appropriate methods that meet each child's developmental needs and interests in a variety of settings within the daily, weekly, and/or monthly schedule. The materials include a variety of assessment methods that guide caregivers in creating engaging and individualized experiences for each child. Assessment materials include forms and checklists that support caregivers in monitoring children's progress in relation to developmental milestones and tracking how they respond to instruction and intentional play. For example, the Anecdotal Observation Record forms provide blank templates for caregivers to document observed skills, including the child's name and date of observation. Next, the Infant Activity Tracker offers a checklist to ensure that each child has opportunities to engage with learning activities connected to all domains of learning and aligned with standards. The caregiver uses the Activity Tracker and Anecdotal Observation Record form together as a system for monitoring children's instruction experiences and progress. Additionally, the materials provide assessments, such as the Developmental Assessment Checklist. This checklist guides caregivers in their work with the child on a daily basis. The caregiver records observations of the child's developmental stages in learning during routine, play, and activities and records adjustments needed to support individual</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>needs. Assessment materials also include Family Communication forms, such as the All About Me form and a Daily Report. The caregiver sends the Infant Daily Report home with the parent on a daily basis. This report notes the child's name, date, arrival and departure time, special instructions, and the learning activities the child engaged in during the day, as well as the skills practiced or accomplished.</p>
	<p><b>Required</b>  <b>6b)</b> Assessment occurs frequently to <b>ensure</b> that current knowledge of each <b>child's development is accurate.</b></p>	<p><b>Yes</b></p>	<p>Assessment occurs frequently to ensure that current knowledge of each child's development is accurate. Embedded checklists and note-catchers encourage caregivers to observe children during independent and play times to monitor developmental milestones and to adjust instruction to meet individual needs. Assessment guidance supports caregivers in conducting assessments at appropriate intervals for children. Also, guidance provided includes actionable steps and developmental guidance. Assessments include implementation and frequency guidance. These assessments include written observations, anecdotal records, developmental checklists, and work samples. For example, the caregiver completes the Infant Daily Report each day, which helps the caregiver track valuable information relating to the infant's feeding, nap, and daily routine care, as well as the activities the infant engages in during the day. The report is sent</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>home with the family on a daily basis to ensure open communication and smooth transitions, and to make connections between school and home. The Learning Activities and Pocket Chart allow the caregiver to create individualized lesson plans for each child. The caregiver uses the Activity Tracker form to keep track of the child’s engagement and frequency of each activity. The materials recommend repeating the activities daily to build connection and skill. Then, the Anecdotal Observation Record captures important moments of development used to guide instruction and document developmental progress on the Developmental Assessment Checklist. Additionally, based on assessments, the caregiver uses the provided guidance to adjust instruction and activities to meet the child’s needs. The Learning Activity Cards guide the caregivers with a What to Look For section and a Teacher’s Corner to scaffold learning for all children. Alternative materials and the Try It Another Way! prompts provide additional scaffolds, supporting the caregiver in adjusting instruction when observations show a child may need extra support.</p>
	<p><b>Required</b>  <b>6c) When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Examples may include:</b></p> <ul style="list-style-type: none"> <li>● Supportive language;</li> <li>● Movements or non-verbal cues;</li> </ul>	<p><b>Yes</b></p>	<p>When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Suggestions and instructions include supportive language, differing activities, varied materials, and movement and non-verbal cues to support</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> <li>• Open-ended questions that prompt children to expand complex thinking or exploration;</li> <li>• Flexibility to accommodate children’s individual needs and interests; and</li> <li>• Opportunities for children to take the lead in their learning.</li> </ul>		<p>different learning modalities. The flexible activities promote child autonomy and interests. Provided guidance within the instructional routines allows adaptation or adjustments to meet the needs of the children. Each Learning Activity Card provides guidance to caregivers on how to scaffold learning in a different way based on children’s needs. Also, the program includes inclusion strategies. The Inclusive Strategies Guidebook and Inclusive Classroom Strategy Cards provide caregivers with guidance on ensuring that all children receive the support they need to grow and thrive in the learning environment. For example, the Autism Spectrum Disorder Inclusive Strategy Card guides caregivers in supporting children with Autism in making new friends. The card provides specific steps to help the child develop interpersonal skills when meeting peers. Cue cards and verbal prompts help guide the caregiver while engaging other children in a positive, supportive manner. Guidance encourages the caregiver to model situations for children and to use each child’s cues to adjust instruction as needed. The Learning Activity Cards provide the caregiver with the focus, materials, and lesson plans that support learning through a structured pattern of instruction, supporting their individual needs. Each of the activity cards includes a What to Look for question connected to the approach to learning and a Teacher’s Corner for additional lesson support. For example, in Learning Activity Card L27,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Textures All Around, children explore new textures and hear descriptions of the sound and texture. The What to Look for question asks the caregiver to notice if the baby shows interest in the different textures. The Teacher’s Corner for this activity shares Did You Know information and provides guidance to describe the texture in the baby’s home language to build stronger learning connections.

**FINAL EVALUATION**

**Tier 1 ratings** receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-Negotiable Criteria but at least one “No” for the Additional Criteria of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-Negotiable Criteria.

**Compile the results for Sections I-II to make a final decision for the material under review.**

Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiable Criteria of Superior Quality<sup>3</sup></b>	1. Content and Complexity 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 (ELDS) while fostering integration of development across domains. Materials and activities present a logical and coherent progression of complexity over time. Materials spend minimal time on content outside of Louisiana’s ELDS.
	2. Appropriateness of Curriculum Materials and Activities	<b>Yes</b>	Materials and activities focus on building positive relationships with peers and familiar

<sup>3</sup> Must score a “Yes” for all Non-Negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>adults, and positive interactions with peers and familiar adults while learning. Materials and activities provide guidance for routines that support the health and safety of children. Materials and activities provide 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. Materials and activities provide frequent opportunities for children to make meaningful connections to their own knowledge and experiences and allow them to demonstrate an awareness of themselves as individuals and as members of a family and community. Materials and activities incorporate a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention.</p>
	3. Quality of Curriculum Materials and Activities	Yes	<p>Infant and toddler language and early literacy development is emphasized through resources and activities that support frequent talk and conversations during daily routines; intentional and frequent educator-child and peer-peer interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate; open-ended questions; use of texts, including rhymes, finger plays, and music/songs, that are age-appropriate for each stage; regular and repeated read-aloud of texts related to a theme or topic to accelerate</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			background knowledge and vocabulary development; pre-writing skills, and print awareness. Cognitive development and executive functioning are emphasized, where age-appropriate, through resources and activities that support understanding of basic concepts outlined in the Cognitive Development and General Knowledge domain of the Standards; development of scientific inquiry; perseverance and persistence to solve problems; curiosity and exploration; creative thinking; and awareness of rules and responsibilities.
	4. Activities/Materials Supporting Family Engagement	Yes	Materials and activities provide a variety of family engagement activities to strengthen children’s learning and development.
<b>II: Additional Indicators of Superior Quality<sup>4</sup></b>	5. Implementation Format of Materials and Activities	Yes	The materials are easy to use and well-organized for children and early childhood educators. Educator 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. Suggested materials and activities appeal to children’s interests in order to deepen motivation, enjoyment, and learning. Activities include the use of safe and age-appropriate toys and manipulatives. Materials 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

<sup>4</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			in appropriate formats and a variety of modalities.
	6. Assessment and Support for All Children	<b>Yes</b>	Assessments consistent with Louisiana’s ELDS are provided through a variety of appropriate methods that meet each child’s developmental needs and interests in a variety of settings within the daily, weekly, and/or monthly schedule. Assessment occurs frequently to ensure that current knowledge of each child’s development is accurate. When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children.
FINAL DECISION FOR THIS MATERIAL: <b>Tier 1, Exemplifies quality</b>			

# Reviewer Information

## Instructional Materials Review

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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 [2025-2026 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Avoyelles, Bienville, Bossier, Caddo, Calcasieu, CSAL, East Feliciana, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, Lafayette, Lincoln, Livingston, LSU Laboratory School, Natchitoches, Ouachita, Plaquemines, Richland, St. Charles, St. Landry, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, West Baton Rouge, and Zachary Community Schools. This review represents the work of current Louisiana educators with experience in Early Childhood Education (ECE) and grades K-8.

# Appendix I.

## Publisher Response



The publisher had no response.

# Appendix II.

## Public Comments



There were no public comments submitted.