

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](#)¹ 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 Pre-K Louisiana**

Age Levels: **Ages 4-5**

Publisher: **Frog Street Press, LLC**

Copyright: **2020**

Curriculum Type (Language/Literacy, Math, Integrated²): **Integrated**

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	

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

² **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>SECTION I: NON-NEGOTIABLE CRITERIA</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>Non-Negotiable 1. CONTENT AND COMPLEXITY WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards (ELDS).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>1a) A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (ELDS), 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 integration of development across domains (i.e., address each of the domains listed below):</p> <ul style="list-style-type: none"> ● Approaches to Learning; ● Cognitive Development and General Knowledge which includes: <ul style="list-style-type: none"> ○ Mathematics, ○ Science, ○ Social Studies, and ○ Creative Arts ● Language and Early Literacy Development; ● Physical Development; and ● Interpersonal Skills. 	<p>Yes</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. The materials provide a collection of lessons intentionally designed to teach the standards of the ELDS domains. The lessons include engaging and developmentally appropriate activities. Multiple lessons address the standard domain of Language and Early Literacy Development: Early Literacy (EL). For example, Theme 7, Week 2, Literacy Small Groups, Day 2, Phonological Awareness addresses ELDS EL 1.6.4 (Blend onsets and rimes of single syllable spoken words with guidance and support). Children engage with the teacher during this activity using Phoneme cards. The teacher shows a Phoneme card that includes a picture. The teacher says the word and then segments the word into sounds, such as egg, /e/-/g/. As each phoneme is said, the teacher pushes a cube to represent each sound. The children repeat the same process, segmenting the word and pushing blocks forward with each sound. They repeat this process with the words key,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>saw, pea and ice. In Theme 3, Week 2, Read Aloud 2, children listen to the story, <i>Pass it On</i>. The teacher introduces the vocabulary words compassion and kindness to the children. As a class, children then brainstorm a list of kind words and phrases. The list is displayed in the classroom, reviewed daily, and used to encourage children to use the kind words (ELDS LD 2.4.4). Practice centers also provide integrated literacy, math, and creative arts experiences. For example, Theme 1, Week 1, Math Small Groups, Day 5, children sort manipulatives. Children use a bag filled with a variety of manipulatives to count. They answer the question, “How many objects are in your bag?” and then sort the manipulatives by placing them in a tub that has a matching picture (ELDS CM 3.1.4). The Interpersonal Skills (IS) domain is addressed in multiple lessons. For example, in Theme 1, Week 1, Greeting Circle, children interact with their peers in the classroom. Children sing “My School Family” and point out that each child in the classroom makes up the classroom School Family (ELDS IS 2). In Theme 1, Week 4, Greeting Circle, Day 4, the lesson addresses ELDS IS 4.1.4 (Express strong feelings in a manner that is safe for self and others with occasional adult support). The teacher displays and explains the vocabulary cards, emotion and proud. The class sings “My School Family” and “If You are Happy and You Know It” and then reviews the calming strategy, Balloon, focusing on deep breathing to help control</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>feelings, especially when upset. Next, the teacher shares how to use a Big Voice and use words to help others learn a safer way to treat others. Role playing is used with examples of how children can help keep the classroom safe and treat others how they want to be treated. For example, a child demonstrates using a Big Voice by saying: “I don’t like it when you mark on my paper. Please write on your own paper.” Lastly, children agree to try using their Big Voice in the classroom.</p>
	<p>Required 1b) Materials and activities present a logical and coherent progression of complexity over time (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>Yes</p>	<p>Materials and activities present a logical and coherent progression of complexity over time. The materials follow the continuum from less complex to more complex and align to the progression outlined in the ELDS. The eight-themed units that make up the materials progress from less complex to more complex in a logical sequence both within each theme and across themes. For example, in the Language and Literacy lessons, children begin with identifying letters and then progress to learning about words and working with sentences. Theme 1, Week 2, Literacy Small Group, Day 5 focuses on Alphabet Knowledge. Children identify letters in the Morning Message and practice forming letters using the Letter Builder Set. This activity builds foundational print awareness and letter recognition skills. By Theme 7, Week 2, Day 3, children engage in shared sentence writing in the Literacy Small Group. Children take a picture walk through the text, <i>Hoppers and</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>Jumpers</i>, to gain information about how insects move. The teacher provides the children with the following sentence stem: “A ____ can jump.” The child dictates their sentence. Then, a volunteer points to track the print as the group reads the sentence. The first word, last word, and common words between the sentences of the group are identified. Groups of lessons also follow the learning continuum and logical sequence such as the lessons in Theme 2, Week 2, Math Small Groups. Children explore and describe concepts of quantities as the lesson addresses the ELDS CM 1.5.4 (Compare two groups of objects and identify whether the number of objects in one group is more, less, or the same as the number of objects in the other group). During the lesson on Day 1, How Many, the teacher introduces and explains the vocabulary words many, more, and few with the use of a familiar text and connecting cubes. Children use the family portrait they drew at the Creativity Station in Week 1 to make a connecting cube tower that shows the number of people in their family and compare their family tower with other families. Next, in Math Small Group, Day 2, children learn with sets of 0, 1, and 2 with picture cards, penny containers, and cubes. On Day 3, children work with sets of 1, 2, and 3 with manipulatives and their fingers. Then, on Day 4 and 5, children review sets of 1, 2, and 3 with manipulatives, but now progress to making their own sets using different objects and drawing to show the sets. Theme 5, Week 3, Math Small Group</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			introduces pattern extension. Children progress from recognizing simple AB patterns earlier in the year to creating and extending more complex patterns, such as ABC, ABBC, demonstrating a logical increase in complexity (ELDS CM 2.1.4).
	<p>Required 1c) Materials spend minimal time on content outside of Louisiana’s ELDS.</p>	Yes	<p>Materials spend minimal time on content outside of Louisiana’s ELDS. The materials primarily focus on content aligned with the ELDS and stay within the age-band expectations. For example, Theme 4, Week 2, Practice Centers, children engage with the Pretend and Learn Center. During this small group Practice Center, students engage in dramatic play that aligns with standards in the Cognitive Development and General Knowledge Creative Arts domain (CCA), specifically, ELDS CCA 3.3.4 (Engage in a variety of play experiences that include elements of drama). In this Practice Center, children pretend the stuffed animal is in their class and teach their animal a math lesson or read them a story. During Theme 1, Week 1, Greeting Circle, the teacher introduces routines, including Unite, Calm, Connect, and Commit, that directly support the Interpersonal Skills domain (IS), specifically, ELDS IS 1.1.4 and IS 2.1.4. Children practice calming strategies and classroom commitments such as Walking Feet and Helping Hands, which promote safety and cooperation. Theme 3, Week 2, Read-Aloud focuses on Language and Early Literacy</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Development domain, specifically ELDS EL 4.2.4 and EL 4.5.4. Through repeated readings and interactive questioning, children build comprehension skills, learn new vocabulary, and connect text to personal experiences. Theme 2, Week 2, Outdoor Activities Practice Center aligns to the Physical Development (PD) domain, specifically ELDS PD 1.2.4 (Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks). While playing outside, children use different sized cardboard boxes and a blanket to make a pretend boat, airplane, train, or car they will use to travel and visit a family member. The teacher encourages children to pretend the playground is part of their travel and teaches them how to move their body like they are traveling in this way. For example, they spread their arms and move about to fly while running and sliding on the playground. Theme 7, Week 4, STEAM (Science, Technology, Engineering, Arts, and Mathematics) integrates Approaches to Learning (ELDS AL 3.1.4) and problem-solving through coding activities with Frog-E. Children apply sequencing and spatial reasoning skills, reinforcing prior knowledge while introducing early computational thinking.</p>
<p>Non-Negotiable 2. APPROPRIATENESS OF CURRICULUM MATERIALS AND ACTIVITIES</p>	<p>Required - Integrated Curriculum Only 2a) Materials and activities focus on responsive caregiving (infant/toddler), building positive relationships with peers and familiar adults,</p>	<p>Yes</p>	<p>Materials and activities focus on building positive relationships with peers and familiar adults, and positive interactions with peers and familiar adults while learning. Materials include strategies for supporting students in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	and/or positive interactions with peers and familiar adults while learning.		<p>building positive relationships in daily routines by providing opportunities for role play to express one’s own feelings, to participate in routines and positive behaviors, and to moderate one’s own behavior. The activities include books and puppets that encourage relationship building, conflict resolution, and positive interactions with peers and familiar adults while learning. For example, Theme 1, Week 4, Pretend and Learn Practice Center provides children with opportunities to interact with each other using puppets. Each time they play in the center, children choose a different Feeling Face stick puppet. The children explain why they chose the puppet and discuss their feelings. At midweek, children make happy, sad, angry, and disappointed faces in the mirror. In Theme 3, Week 2, Greeting Circle, Day 3, children learn strategies to build positive relationships with caring words and compassionate touch in the daily routine of the morning message. First, children arrive and place their name sticks into a safe keeper box to show they agree to keep the classroom safe. The teacher displays the vocabulary card, compassion, and provides the definition, “to notice when others are hurting and want to help them.” The teacher asks the children to think of encouraging words that would show compassion, such as “You can do it!” Next, children sing the song, “Encouraging Words” with hand motions. Then, children connect to the idea of compassion and learn kind, caring, and compassionate touch in the activity, Pass</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the Lotion. The class sits in a circle, and the teacher places a generous dab of lotion on the index finger. The lotion is passed from finger to finger around the circle. The teacher shares that along with kind words, compassionate touch is soothing and helps people feel better, too. Theme 4, Week 3, Read-Aloud features <i>The Little Red Hen</i>, which prompts discussions about cooperation and responsibility while reinforcing sequencing and cause-and-effect and introducing new vocabulary.</p>
	<p>Required - Integrated Curriculum Only 2b) Materials and activities provide guidance for routines that support the health and safety of children.</p>	<p>Yes</p>	<p>Materials and activities provide guidance for routines that support the health and safety of children. The materials provide opportunities for age-appropriate structured and unstructured games and activities. The materials provide routines to help children demonstrate healthy behaviors, rule following, and safety practices to create a safe environment with healthy routines and habits. For example, Theme 1, Week 1, Greeting Circle introduces the Safekeeper Ritual and Classroom Commitments such as Walking Feet and Helping Hands, which promote safe movement and cooperative behavior. The teacher establishes a Safe Place and uses visual supports, such as the Ways to Be Helpful poster, to reinforce safety expectations. Theme 3, Week 3, Literacy Small Group, Day 4 addresses nutrition and healthy habits. Children engage with guided writing to review the plate of healthy choices they created as a group in the lesson before. This</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>activity aligns with ELDS PD 3.2.4 (Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy). First, the teacher displays the Food Groups poster, and children name the foods they see. Next, children create their own plate of healthy food choices in their journal using all of the food groups. The teacher encourages children to draw simple pictures and label the pictures with dictation support. Upon completion, each child shares their healthy food choices with the group. Theme 1, Week 3, Read Aloud 1, Day 5 aligns with ELDS PD 3.3.4 (Identify and follow safety rules with minimal guidance from adults). In this whole group activity, children engage with the read aloud book, <i>Sensational Senses</i>. Following the read aloud, children learn a safety chant to help them remember to be safe when crossing a street. The class discusses other ways they learned that senses keep us safe. Throughout the discussion, the teacher makes a class chart titled, “Our Senses Keep Us Safe.” Each sense is represented by a picture, and the children's ideas are recorded beside it. For example, the picture of an eye includes the words “car coming” and “red stop light” noting how seeing can keep people safe. In STEAM lessons, such as Theme 7, Week 1, the teacher models safe handling of materials during design challenges and teaches children responsible use of tools. Teacher guidance consistently notes allergy alerts, handwashing tips, and food safety adaptations, ensuring health and safety</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 2c) Materials and activities provide both teacher-directed and child-initiated experiences (e.g., children receive substantial opportunities to choose interest areas/learning centers and activities within each when age-appropriate).</p>	<p>Yes</p>	<p>standards are upheld across all settings.</p> <p>Materials and activities provide both teacher-directed and child-initiated experiences. The activities in the materials provide teacher-led instruction, but also include frequent opportunities for children to develop autonomy by choosing activities or interest areas during their learning experiences. Across each week, children engage in a variety of Practice Centers, including the following centers: Pretend & Learn, Library, Writing, Construction, Creativity, Science/Discovery, and Math. Children choose interest areas and activities, revisit skills through play, and extend concepts with materials that mirror whole-group and small-group instruction. Teachers anchor choice with intentional center task cards and related content, such as songs, vocabulary cards, photo cards, or patterns, so children can initiate, sustain, and deepen learning through independent or cooperative play. For example, Theme 2, Week 2, Practice Centers promote exploration in literacy while developing the children’s independence. Prior to opening this Listening Center, the teacher guides children how to safely use the digital tools and resources. Once the routine is developed, children choose between two audiobooks that directly tie to the concepts and themes for the week, <i>Families</i> and <i>Lucy and Copito</i>. As children interact with this center, they develop independence, make choices, and explore their own interests. In</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Theme 9, Week 3, Day 3, children engage in the Math Small Group, Four Seasons Cycle. First, the teacher reviews the four seasons from Day 2, Read-Aloud 2. Volunteers hold photo cards of the four seasons in a circle to show that the cycle repeats. The teacher provides examples of other patterns, such as days on a calendar and numbers on a clock. The teacher assigns a connecting cube color to each season. Children connect each color to represent the four seasons in a year. Students connect more groups to show the cycle. Lastly, with the teacher’s direction, children carefully break apart the pattern in groups as they count each year. Additionally, the Daily Greeting Circle and Morning Message establish clear, teacher-led routines that introduce language, interpersonal, and phonological awareness skills. These short, focused segments are followed by Literacy Small Groups and Math Small Groups where teachers model strategies, scaffold practice, and guide targeted skill work, such as phonological awareness, alphabet knowledge, attributes, counting, and measurement, before releasing responsibility to children.</p>
	<p>Required 2d) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child (e.g., do not support practice through the use of worksheets, etc.).</p>	<p>Yes</p>	<p>Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child. Materials include frequent opportunities for hands-on, kinesthetic activities, interactive engagement,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>puzzles and dramatic game play, investigations, and physical movement or gross motor play. In Practice Centers, teachers give children opportunities for responsibility and leading. In direct instruction, the teacher shows flexibility and follows children's ideas, elicits children's prior knowledge, and elaborates on children's responses. Activities include frequent opportunities to practice skills through songs, movement, manipulatives, story props, construction, sensory exploration, dramatic play, puzzles and games, and STEAM investigations. Resources include materials inventories, such as letter cards, photo cards, pattern sets, connecting cubes, a balance scale, and magnetic set, embedded across weekly plans and readily available for download or print on the platform. Teacher-directed mini-lessons, such as Morning Message and Literacy or Math Small Groups, prepare children for the center tasks that follow, so children can initiate practice. For example, a small-group lesson on sorting or finding patterns transitions into Math Center games with tangible manipulatives, and a phonological awareness activity transitions to Writing or Library Centers with sound sorts, letter builders, and book exploration. For example, Theme 4, Week 2, Literacy Small Groups, Day 2 engages children in an interactive phonological awareness activity directed by the teacher. To begin, the teacher reviews that rhyming words have the same middle and ending sounds. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teacher models two rhyming words, berry and cherry, and the children repeat the words. Then, the teacher demonstrates how to use yes and no voting paddles to express if the words rhyme or not. Each child receives a set of paddles to use. The teacher says two words that do not rhyme, and the children hold up their voting paddle. Next, the teacher displays the rhyming picture cards. Children say the words and use their voting paddles. The teacher facilitates the activity, provides support, and monitors the children’s understanding of rhyme based on their responses. At the end of the activity, the children review all the rhyming pairs they found. In Theme 5, Week 2, Practice Centers, children develop creativity, responsibility, and fine motor skills in the Creativity Station. Children create a collage or picture of a self-chosen scene. The children use scissors to cut construction paper into tiny pieces. The bottom of a box or baking sheet is covered with a layer of confetti. Next, children use more colored paper to create their scene. They can choose to tear the paper into small pieces instead of cutting. Children use paint brushes to place glue down and sprinkle the paper on top to create a scene. Later in the week, children cut photographs, letters, or words from magazines to add to their collage.</p>
	<p>Required 2e) Materials and activities provide frequent opportunities for children to make meaningful</p>	<p>Yes</p>	<p>Materials and activities provide frequent opportunities for children to make meaningful connections to their own knowledge and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>connections to their own knowledge and experiences, allowing them to demonstrate an awareness of themselves as individuals and as members of a family and community.</p>		<p>experiences and allow them to demonstrate an awareness of themselves as individuals and as members of a family and community. Strategies, appropriate suggestions, and materials support children's various learning needs. Thematic progressions intentionally build from self and school family to home/family, community roles, and the broader world, so children can see both reflections of their own experiences and the experiences of others. Read-alouds and center prompts invite children to share personal stories, compare customs and celebrations, and discuss roles and responsibilities. Teacher guidance provides adaptations for English Learners (EL) and children with disabilities through language scaffolds, visual supports, and differentiated task suggestions. According to the Navigation Guide, Teacher Guides margin notes, Strategies for Supporting All Learners appear throughout lessons. Also, in STEAM lessons, weekly rubrics and Quick Checks prompt children to explain their thinking, collaborate respectfully, and connect designs to classroom or community problems, while Family Connection Letters bridge home-school learning with activities and invitations for families to share traditions, languages, and expertise. For example, in Theme 9, Week 4, Greeting Circle connects children to activities that provide them the opportunity to interact with each other to build friendships, increase attention span, and develop cooperation as a classroom community. To begin, children sing a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>song together. Next, one child leads the class in a calming strategy from the choice board showing previous strategies learned. The class completes an Absent Child Ritual for children not present. A Welcome Back Ritual is also performed for those children returning which includes a special welcome back message and kiss from the puppet, Fanny Frog. Then, children engage in the Morning Message. In the Teacher Guide for Theme 7, Week 1, weekly ideas are provided to teachers to support children during transitional time. These are engaging ways to get children moving and connect to the theme of the week, Crawling Critters. For example, children move to their centers by moving like an insect of their choice, while singing a verse from a song they sang previously in the week, “All Around My Yard.” During group time, if children lose focus or the ability to sit still, the Teacher Guide recommends that the children stand up and march in place like ants, take deep breaths, and then try to sit again.</p>
	<p>Required 2f) Materials and activities incorporate a variety of settings (indoor and/or outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention.</p>	<p>Yes</p>	<p>Materials and activities incorporate a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention. Materials include opportunities for indoor and outdoor play across the thematic units. Lessons frequently incorporate a variety of various structures such as small group instruction, whole group instruction, centers, and individualized interaction time. For</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>example, Theme 8, Week 1, Practice Centers, Outdoor Activities provides children opportunities to play outdoors in order to support natural curiosity in the world around them and engage in individual interactions. In the activity, Mammal Shadows, toy mammals are placed on the sidewalk next to a white paper and positioned so a shadow is cast on the paper. With individual support, children trace the shadow and label their picture. Another activity, Move Like an Animal, children play a variation of the Simon Says game outdoors. Everyone gets a turn to be a leader. The teacher directs children to move like animals, connecting to the week’s animals theme. Theme 3, Week 3, Math Small Groups, Day 3 engages children in an indoor, small group lesson that integrates their learning of sorting by attributes. Children apply the Is and Is Not sorting rule. First, an assortment of Food Group Cards are displayed. To connect to previous learning, the teacher guides the children to sort the cards by a color sorting rule such as “is green” or “is not green.” Next, the teacher shows Attribute Cards, prompting student discussion. Then, using a group of buttons, partners take turns choosing a card that refers to color, shape, or size. They work together to sort their buttons by the chosen attribute. Lastly, the teacher challenges the children to count and compare their two groups to see which group has more or fewer buttons. STEAM lessons commonly begin with whole-group launch on Day 1, then move into</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			small-group/center investigations on Days 2–4, and finally culminates with whole-group share/reflection on Day 5, ensuring varied groupings and settings within a single instructional strand. Family Connection Letters and the Email to Family templates explicitly extend learning beyond the classroom to home environments, reinforcing routines and skills across settings.
<p>Non-Negotiable 3. QUALITY OF CURRICULUM MATERIALS AND ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Applicable to Ages 0-3 Required - Integrated Curriculum Only and Language and Literacy Curriculum</p> <p>3a) Infant and toddler language and early literacy development is emphasized through resources and activities that support (where age-appropriate):</p> <ul style="list-style-type: none"> • Frequent talk and conversations during daily routines (e.g., diapering and transitions); • 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 (with close repetition) of texts related to a theme or topic (e.g., animals, cities, weather) to accelerate background knowledge and vocabulary development; 	<p>Yes</p>	<p>Language and early literacy development is emphasized through resources and activities that support regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic in order to accelerate children’s background knowledge and vocabulary development; 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; pacing and time-estimate of the given literacy lessons appropriate for the targeted age group; print concept activities that demonstrate knowledge of books and how print conveys meaning; alphabet awareness activities that require letter recognition and making letter-sound connections; phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana’s ELDS; early stages of writing using a variety of tools, materials, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> • Pre-writing skills (e.g., holding objects and scribbling or drawing/painting to convey a message); and • Print awareness (e.g., exploring, touching, and holding board books). <p>Applicable to Ages 3-5 Required - Integrated Curriculum and Language and Literacy Curriculum 3a) Language and early literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> • 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; • 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; • Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group; • Print concept activities that demonstrate knowledge of books and how print conveys meaning; • Alphabet awareness activities that require letter recognition and making letter-sound connections (e.g., identifies 		<p>surfaces; and regular opportunities to communicate through written representation, symbols, and letters. For example, Morning Message routines build print concepts and shared writing, while small-group lessons explicitly target alphabet and phonological awareness. Weekly lesson plans include Literacy Small Group lessons and Read-Aloud opportunities for each day of the week, exposing children to appropriate literacy building activities. The Read Aloud activities connect to the theme’s topic and build vocabulary and content knowledge. The activities and text selections include a variety of genres. Activities extend the learning from the text and deepen understanding. For example, Theme 7, Week 4, Literacy Small Group, Day 5 engages children in language and literacy instruction that builds their alphabet knowledge. First, children match the upper and lowercase letter cards w, x, y, and z to the alphabet on the classroom Letter Wall. The teacher uses the Welcome Guide to review the letter formation strokes for these focus letters. Children write letters with their pointer and middle fingers on the floor. The teacher models writing the letter on chart paper. Then, volunteers share the marker with the teacher and write on the chart too. Lastly, children use blank paper and pencils to practice forming the letters. Children engage in two read-alouds across Days 1–5 each week, moving from literal comprehension to inferential discussion and expressive responses through drawing,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>letters and sounds in print) and explicitly teach letter sounds;</p> <ul style="list-style-type: none"> • Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana’s ELDS; • Early stages of writing (e.g., form shapes and letter-like symbols) using a variety of tools, materials, and surfaces; and • Regular opportunities to communicate through written representation, symbols, and letters. 		<p>writing, and retelling with props, which accelerates vocabulary growth and background knowledge while maintaining age-appropriate pacing. For example, Theme 6, Week 1, materials provide a Read Aloud activity for Days 1-5. On Day 1, the class reads, <i>The Numeral Dance</i>. Before reading, the vocabulary card is displayed with the word maneuver, and definition “moving in a careful and skillful way.” Children view the illustrations in the story and practice maneuvering to perform their moves in a controlled way. As the story is read aloud, the teacher pauses to define unfamiliar words and asks volunteers to demonstrate these moves. After reading, the children discuss key details from the story about the characters and events. Discussion questions include, “How do the children know what move they are supposed to make?” and “Which numeral do you think has the best action? Why?” On Day 2, the text is reread but this time, the children act out the text as they read through movement and with a Numeral Necklace. After reading <i>The Numeral Dance</i> again on Day 3, the class finds words that rhyme in the text and creates a list made of other words that rhyme with these words. During the extension activity, children learn the rhyme “One, Two, Buckle My Shoe,” and identify rhyming words in the text. The Greeting Circle and Music and Movement Practice Centers include songs, rhymes, and fingerplays used to strengthen oral language, listening, and prosody. Children track text,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>notice letters to sound relationships, and compose class sentences in the Morning Message, reinforcing print awareness and concept of words. Morning Messages include steps that prompt children to write sentences and demonstrate conventions, ensuring the children experience frequent and intentional core literacy experiences deeply connected to weekly themes. Emergent writing is scaffolded through modeled, shared, and guided approaches. Writer’s Corner with journals, varied tools, and surfaces support children’s progress from letter-like forms to phonetic spelling.</p>
	<p>Required - Integrated Curriculum Only 3b) Cognitive development and executive functioning are emphasized, where age-appropriate, through resources and activities that support the following:</p> <ul style="list-style-type: none"> ● Understanding of basic concepts outlined in the “Cognitive Development and General Knowledge” domain of the Standards: <ul style="list-style-type: none"> ○ Mathematics ○ Science ○ Social Studies ○ Creative Arts; ● Development of scientific inquiry (e.g., observe, ask questions, predict, make comparisons, conduct scientific investigations and simple experiments); ● Perseverance and persistence to solve problems; 	<p>Yes</p>	<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. Themes are designed to engage children in the exploration of science, math, and social living topics. Center activities are designed to encourage children to explore, be creative, problem-solve, and build relationships with peers and teachers. Teacher guidance includes a Managing Center Time section in the Welcome Guide. Guidance instructs teachers to “model and practice the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> ● Curiosity and exploration; ● Creative thinking (e.g., pretending, make-believe play, role-playing); and ● Awareness of rules and responsibilities. 		<p>management system with children to identify classroom expectations” such as practicing how to attach a Name Card to the center chart, what to do if there are no spaces available, and how to choose another center, reinforcing the awareness of rules and responsibilities.</p> <p>Weekly STEAM activities prompt children to observe, question, predict, compare, and investigate through simple experiments and engineering design, while teacher guidance emphasizes collaborative planning, turn-taking, and reflection. For example, Theme 7, Week 3, STEAM lessons engage children with the concept of sinking and floating. First, children make predictions if the object will sink or float. Next, children test their predictions and record their observations. Lastly, they communicate findings through discussion. Theme 2, Week 1, Pretend and Learn Center, Day 2 includes a small group Practice Center set up for role playing. First, the teacher models how to perform household chores such as washing dishes, sweeping the floor, and cooking dinner presented as being done as a member of a family. Children engage in pretend play to practice these jobs. Afterward, the group discusses who does the jobs at home and which jobs they can help with at their house. Theme 9, Week 4, Math Small Groups Days 1-5 provide children an opportunity to observe, ask questions, make comparisons, and interact with others. On Day 1, children complete a yes-no survey about friends their classmates know who are in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Kindergarten and answer “What does the graph tell us?” On Day 2, children choose and make their favorite shape with AngLegs or chenille stems and prepare their Survey Graph. On Day 3, they ask classmates to share their favorite shapes and collect this information on the Survey Graph. Day 4 and interpret the data by counting and comparing by discussing and presenting their survey data to their group. Children discuss the questions, “What did you find out? Did the responses surprise you?” Finally, on Day 5, the class conducts a survey and completes a bar graph with sticky notes on the topic of the ages of the children in the class. Volunteers share one thing they learned about numbers, shapes, patterns, or measuring.</p>
	<p>Applicable to Ages 3-5 Required - Integrated Curriculum and Math Curriculum Only 3c) Math materials and activities devote a large majority of the time (75% or more) to the development and understanding of the following:</p> <ul style="list-style-type: none"> ● Knowledge of numbers: Activities and materials allow children to demonstrate knowledge of numbers and the relationship between numbers and quantities. ● Patterns and Operations: Activities and materials allow children to demonstrate, in a variety of ways, knowledge of patterns and mathematical operations. 	<p>Yes</p>	<p>Materials and activities devote a large majority of the time to the development and understanding of knowledge of numbers, patterns and operations, measurement, and shapes and spatial relationships. Materials and activities align with the Mathematics domain outlined in Louisiana’s ELDS and promote children’s acquisition and use of the language and vocabulary of math, conceptual understanding of math content, and children’s development of perseverance and persistence in solving problems. The Teacher Guide details learning throughout the year, planning practice for one-to-one counting, numeral identification, and comparing quantities; recognizing, creating, and extending patterns;</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> Measurement: Activities and materials allow children to measure objects by their various attributes and make comparisons. Shapes and Spatial Relationships: Activities and materials allow children to identify shapes and describe their properties. <p>Additionally, materials and activities align with the domain of “Mathematics” outlined in Louisiana’s ELDS and adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> Promote children’s acquisition and use of the language and vocabulary of math; Promote conceptual understanding of math content; and Promote children’s development of perseverance and persistence in solving problems. 		<p>measuring with non-standard units, such as cubes, and comparing length, weight, and capacity; and identifying/composing shapes while using spatial language such as in, on, under, and next to. The Teachers Guide provides explicit sequences, manipulatives, and vocabulary prompts, so teachers can present content coherently and then connect the content to centers and daily routines. Children engage in Math Small Groups and Practice Centers each day of the week and engage with concepts and skills that align with the ELDS For example, Theme 2, Week 4, Math Small Group Practice Center engages children in estimating quantities up to 10. This activity aligns to Cognitive Development & General Knowledge: Mathematics ELDS CM 1.4.4 (Recognize and name the number of items in a small set, up to five, without counting, which is subitizing). The teacher refers to the last page of the text, <i>The Doorbell Rang</i>. Children estimate how many cookies may be on the tray. Next, two cookie sheets are displayed, one with ten cookies, and one with five cookies. Children compare the number of cookies on both trays, saying which is more or fewer and how they know. The teacher asks a child to count the tray with five cookies. Then, the children use the set of five as a benchmark to estimate how many cookies are on the other tray. In Theme 5, Week, 3, Math Small Groups, students put together and take apart two-dimensional shapes to make new shapes. The learning progresses each day in the following</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>order: Day 1: Put Shapes Together; Day 2: Take Shapes Apart; Day 3: Make Hexagons; Day 4: Look, Remember, Build; and Day 5: Pattern Block Pictures. During Day 1, children explore different ways to make shapes, and the teacher encourages students to “identify each of the shapes by name “including triangles, rectangles, and squares (ELDS CM 4.2.4). On Day 3, children find ways to make hexagons using various shapes, and the teacher encourages students to describe the attributes of a hexagon, such as six sides and six corners (ELDS CM 4.2.3). During Theme 9, Week 1, Math Small Group Day 1, children practice sequence and order. This lesson aligns to Cognitive Development & General Knowledge: Mathematics ELDS CM 1.8.4 (Identify an object's or person's position in a sequence using ordinal numbers, such as first, second, third). The teacher displays the School Routine sequence cards and reviews the meaning of a routine as a sequence of repeated activities in a day. Children find the picture of a boy in the math small group. The teacher facilitates a discussion about what activities are done during math group, and what routines are done before and after math group. Next, each child gets a card and works with a partner to determine which routine came before and after. Children rotate partners and repeat. Afterward, children arrange the full set of cards in order of the routines that happen during their day.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Non-Negotiable 4. ACTIVITIES/ MATERIALS SUPPORTING FAMILY ENGAGEMENT</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 4a) Materials provide a variety of family engagement activities to strengthen children’s learning and development, including but not limited to:</p> <ul style="list-style-type: none"> • Aligned activities; • Virtual portals; • Stories/books; and • Learning extensions to complete at home. 	<p>Yes</p>	<p>Materials and activities provide a variety of family engagement activities to strengthen children’s learning and development. Each week includes a Family Connection Letter, offered in English and Spanish, and summarizes vocabulary, concepts, and skills addressed during the week in addition to hands-on activities at home that support the learning of the week. For example, the Theme 1, Week 4, Family Connections Letter focuses on the theme of the week, My Feelings, and includes a summary of learning. The letter provides the Word of the Week, emotions, and then defines the word and uses it in a sentence. The Story Characters section encourages families to read to their child every day, and to discuss emotions expressed by the characters, followed by tips when reading to the child. Additionally, each week includes an Email to Family which summarizes the theme and basic concepts addressed in the week’s lessons. The email includes a link to the Family Connections activities along with the week’s story book as a digital link. For example, in Theme 2, Week 1, the Email to the Family includes the digital copy of the week’s storybook, Families. When sending the email with links to the weekly letter and a digital book, teachers can also share classroom resources using the Lilypad platform, such as songs and vocabulary cards. In Theme 7, Week 2, guidance for a home STEAM extension demonstrates how communication and home tasks remain tightly aligned to weekly</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			instruction. The Navigation Guide for teachers further outlines how to access Family Connections and email templates within Lilypad, and includes bilingual options and weekly book links, simplifying the process for teachers maintaining regular home-school communication.
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
<p>5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</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>Required</p> <p>5a) 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.</p>	<p>Yes</p>	<p>The materials are easy to use and well organized for children and early childhood educators. 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. The materials include guidance on organizing and using materials, setting up learning centers, and managing transitions smoothly. The Teacher Guide is easy to follow with clear links and notes on how to access the materials. Each Teacher Guide follows a consistent layout which includes front matter with Table of Contents, suggested full/half-day schedules, a Program Resources overview, and a Teacher Guide Tour, followed by four weeks of instruction that mirror the school day. The materials are organized into themes with four weeks of planned and detailed lessons. Weekly sections include Getting Started (Big Ideas, Assessment Opportunities, Family Connections, and Transitions and Brain Breaks), Week at a Glance, and Materials for the Week with photos. This layout prepares the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teacher to know exactly what to gather and how segments connect. All activities and lessons provide clear learning goals and an instructional plan providing the teacher with guidance for implementing the lesson. The Week At A Glance follows a consistent structure for each day with the following organization: Greeting Circle, Morning Message, Music and Movement, Read Aloud 1, Literacy Small Groups, Math, Read Aloud 2, STEAM, and Closing Circle. Six core Practice Centers are planned daily each week. If accessing the Practice Centers digitally, the Teacher Guide is linked to each center under the Related Resources tab. In each Practice Center, teacher guidance includes the materials used along with visuals for support. Teacher guidance explains that each center in the materials offers two ways to engage children in learning. The teacher has the option to keep the same center materials for the duration of the week or they can use a Midweek Option for extended learning on the topic. For example, Theme 4, Week 4, Science Center, Day 1 uses the balance scale, a basket of heavy and light objects, sorting baskets or trays, and a magnet set. The magnet set and balance scale include visuals showing what these items look like to ensure the correct object is used. Guidance explains the Practice Center structure and describes the beginning of the week and Midweek option. To begin, the children use a balance scale to weigh two objects and sort heavy versus light objects. In</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the Midweek Option, the magnet set is added to the center allowing children to explore the attraction and repelling characteristics. The Theme’s Teacher Guide includes a transition page with ideas on how to create smooth transitions between activities for each week. For example, Theme 1, Week 1, Getting Started provides a clear overview of Big Ideas, Vocabulary, Materials, and Transitions for the week. Daily routines such as Greeting Circle and Closing Circle include scripted steps for Brain Smart Start strategies, helping teachers manage transitions smoothly. In Theme 4’s Teachers Guide, recommendations for dismissing children to centers include having them find something big and little.</p>
	<p>Required 5b) Suggested materials and activities appeal to children’s interests in order to deepen motivation, enjoyment, and learning.</p>	<p>Yes</p>	<p>Suggested materials and activities appeal to children’s interests in order to deepen motivation, enjoyment, and learning. The materials and activities support instructional themes and are readily available in most early childhood settings. Weekly Read Alouds activate prior knowledge, give children opportunities to practice oral language, reinforce vocabulary, develop comprehension skills, and make personal connections. The design of the Mathematics lessons builds student interest in the topic by connecting the math to the children’s lives with centers designed to extend engagement and interest in the topic and often include manipulatives that promote student engagement and conceptual development. Science centers</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>provide students the opportunity to engage in science exploration and discovery through hands-on experiences. STEAM centers promote exploration and play as children “investigate the world around them and experiment with new skills and theories.” For example, Theme 2, Week 1, Read Aloud 1, Day 2 engages children in learning about the words fabulous and family with Vocabulary Cards provided in the materials. Next, children hear a read aloud chosen by the teacher that has a family or families doing activities together. Following the reading, the teacher displays family photo cards, and children discuss the family members and activities families can do together. In Theme 2, Week 1, STEAM lessons engage children in designing a chair for a stuffed animal using boxes, tubes, and other open-ended materials. These lessons spark children’s curiosity and creativity while reinforcing problem-solving skills. In Theme 3, Week 3, STEAM activities, Days 1-5 children engage in the project, Animals Made with Food Shapes. During the week, children explore and discuss shapes of each animal and body parts each food could represent. By the end of the week, children draw or create a paper collage of an animal using the shapes and colors on food they have learned that are nutritious for them to eat. On the last day, children display and have an opportunity to share their projects with each other. In Theme 7, Week 4, STEAM, children code Frog-E, a programmable robot, to navigate a grid, introducing sequencing and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>spatial reasoning through playful technology. Music and Movement activities, such as “One Elephant” in Theme 8, Week 2, combine counting with dance, piquing student interest in math concepts through interactive play. In Theme 9, Week 4, Math Small Groups, children find out information about their friends by conducting surveys. During the week, students collect, represent, and interpret data by counting and comparing the data. Students analyze data about their favorite shapes and their ages, connecting the learning to their personal interest. Students engage in the learning with various manipulatives such as counting cubes, AngLegs, stick-on notes, chart paper, markers, clipboards, and clothespins.</p>
	<p>Required 5c) Activities include the use of safe and age-appropriate toys and manipulatives (e.g., play dough, dolls, toy trucks/cars, stacking rings, nesting cups, blocks, puzzles, plastic animals, puppets, rattles and musical instruments, art materials, dress-up clothes, props, realistic-looking toys that represent items such as food).</p> <p>Materials can be used in a variety of ways to help children practice and develop new skills (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>Yes</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. Additionally, the activities clearly provide for integration of skills and promote executive functioning skills across domains. For example, Theme 2, Week 4, Math Small Groups, Day 3, Keeping Track of Counts using a Ten Frame provides children opportunities to use manipulatives to practice counting and other related skills. First, the teacher explains that they can count to ten by counting their fingers on one hand and then the other. Children review counting to ten by singing “A-Counting We Will Go” from Day 2. As children</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>sing, they use their fingers to help stay on track. Then, volunteers place a chain link on each finger, stopping at the thumb, and then resuming with the thumb on the right hand to demonstrate other ways to show a ten. Next, the teacher demonstrates how to use the Ten-Frame as a tool to keep track of counts to ten. Volunteers remove the links on their hands and place them one-by-one inside the squares on the top row of the Ten-Frame. Lastly, each child is provided a Ten-Frame and a Manipulative Bag. Children remove the items from their bag and place each one inside a square on a Ten-Frame as they count to ten.</p> <p>Theme 9, Week 2, Pretend and Learn Center provides children an opportunity to role-play different seasons by dressing in weather appropriate clothing. The center utilizes winter seasonal, summer seasonal, and rainy weather clothing. Children compare how thick or lightweight fabrics are and how clothes feel when being worn. Clothing is sorted by season when they finish dressing up.</p> <p>Theme 6, Week 4, Math Small Group, children use connecting cubes and pattern blocks to create and extend patterns, promoting fine motor skills and mathematical reasoning.</p> <p>In Theme 4, Week 4, STEAM lessons, children use a balance scale and magnets to compare weights and explore magnetic properties safely.</p> <p>Literacy Small Groups incorporate the Letter Builder Set for hands-on alphabet knowledge in Theme 1, Week 2, allowing children to manipulate letters while practicing letter recognition and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 5d) Materials are available in appropriate formats (e.g., vinyl books and board books) and a variety of modalities (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<p>Yes</p>	<p>sounds.</p> <p>Materials are available in appropriate formats and a variety of modalities. These multiple formats meet diverse learning needs and instructional settings. Such materials include children’s printed books, video e-books, big and little books with simple sentence structure, listening library books with audio recording, audio music files, music videos, printed posters and card sets, printable cards, a puppet, robot Frog-E and grid mat, and various manipulatives. These resources appeal to the needs of all early childhood learners. The Welcome Guide details program components relating to formats and modalities of the materials. Lessons and activities incorporate various teacher resources throughout the materials, such as card sets that include alphabet letter cards, matching and sequencing card sets, cut-apart puzzle cards, compound word cards, vocabulary cards, and strategy cards. Colorful and laminated Letter wall cards include upper and lowercase letters and a supporting photograph. Materials include 191 colored and laminating photo cards to support oral language acquisition. For example, Theme 3, Week 2, Read-Aloud uses a big book for whole-group reading, while children revisit the story in the Library Center with smaller versions for independent exploration. Lilypad includes digital books with audio features for repeated listening at home and bilingual Family</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Connection letters which extend learning beyond the classroom. Magnetic story folders in Theme 5, Week 4 provide tactile engagement as children retell stories using props, supporting visual, auditory, and kinesthetic learning styles. Frog Street Songs and Stories books are included with digital access to these resources. The music file is included for the songs. Theme 1 includes a large playlist of audio Mp3 files connected to the instructional lessons in this group of lessons. The materials include music Videos, such as Snap, Clap, Wiggle, and Giggle. These multimodal resources support visual, auditory, and kinesthetic learning styles, ensuring children interact with content in varied ways. Additionally, teachers can project a digital book during whole-group instruction, play a related song during Music and Movement, and send home bilingual Family Connection letters with links to digital stories for continued engagement. This variety ensures that instruction remains engaging and developmentally appropriate.</p>
<p>6. ASSESSMENT AND SUPPORT FOR ALL CHILDREN</p> <p>Materials offer assessment opportunities that accurately and appropriately measure</p>	<p>Required 6a) 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 (e.g., anecdotal observations/notes, photographs, checklists, work samples, and family perspectives).</p>	<p>Yes</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 assessments are intentionally focused and support the overall lesson theme and topic. Lesson and activity components include guidance or suggestions for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>progress.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>assessment opportunities. The materials use various methods to assess child growth and mastery. For example, the materials provide AIM (Assess, Instruct, and Monitor) Observational Assessment Data Collection Checklist. This sixteen page checklist allows educators to focus assessment of the components of the Louisiana ELDS in an organized way. The AIM Observational Assessment system supports documentation through anecdotal notes, photographs, work samples, checklists, and family input. Each child’s name is recorded on each page. The teacher marks the date the behavior or understanding is observed and documents the details of the observations. To document a child’s progress toward mastering the standards, the teacher includes details such as, “Occasionally, with support or consistently without support.” For example, when assessing Language and Literacy ELDS LL.B.3, Concepts of Print, the teacher documents how much support each child needs to identify the cover of the book, track left to right, or understand the role of the author. The Teacher Guide provides guidance for intentional assessment. Teacher Guides embed assessment prompts at point-of-use, and weekly Getting Started sections outline which progressions to observe. For example, in Theme 5, Teacher Guide includes assessment opportunities connecting to the ELDS. This group of lessons assesses student growth toward mastering interpersonal skills, language and literacy,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>cognition, and physical skills. The Teacher Guide also includes assessment questions. For example, in Theme 5, Week 3, the teacher asks children “What shapes did you imagine in the clouds?” STEAM lessons include rubrics and Quick Checks for evaluating problem-solving and collaboration. The Welcome Guide provides detailed guidance on portfolio systems for storing evidence and engaging children in self-reflection. Digital tools in Lilypad offer printable checklists and data collection templates, ensuring teachers monitor progress without disrupting instruction.</p>
	<p>Required 6b) Assessment occurs frequently to ensure that current knowledge of each child’s development is accurate.</p>	<p>Yes</p>	<p>Assessment occurs frequently to ensure that current knowledge of each child’s development is accurate. Appropriate intervals are used for early childhood learners. The assessment guidance provided to early childhood educators have actionable next steps and additional developmental guidance in alignment to the Louisiana ELDS. In the Implementation Support section, the materials provide teachers a chart showing the Louisiana ELDS correlation to the lessons. Teacher Guides use assessment icons to flag observation assessment opportunities. The assessment opportunities are noted in the Getting Started section and are also embedded within the lessons. Assessment occurs daily and weekly to maintain an accurate picture of each child’s development. Informal observations during Greeting Circle,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>small groups, centers, and STEAM activities provide real-time insights, while weekly formative assessments and summative tools are available in Lilypad. For example, Theme 3, Week 2, Closing Circle, the teacher prompts children to reflect on their commitments and learning, providing teachers an opportunity for informal observation of interpersonal and language skills. Daily Morning Message routines allow teachers to note progress in print awareness and phonological skills, while weekly formative checklists and summative assessments in Lilypad provide structured monitoring. Portfolios store ongoing evidence such as drawings, writing samples, and photos for reflection and growth tracking. Specific directions and materials are given to support teachers in assessing children. The portfolios allow teachers to track growth over time. This frequent monitoring supports responsive instruction and ensures readiness for kindergarten. For example, Teachers Guide, Theme 6, Week 4, Math Small Group, Day 5, provides a Documented Conversation assessment, Read the Graph. The teacher begins by displaying the bar graph the class created on Day 4 and asks, “What would be a good title for our graph?” The teacher invites the students to analyze the data on the graph and discuss the questions, “Which category has the most/least votes?” “If our class were to select a place to visit, where would we likely go? How do you know?” and “How many more votes would be needed for [name of category]</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>to have the same number as [name of winning category]?” Once students finish discussing these questions, the teacher guides them through creating an individual tabletop graph and interviews each child about their data asking, “Which color has the fewest/most?” The teacher documents each students’ responses, noting whether the student is accurately counting objects. This assessment is aligned to ELDS CM.A.2, CM.A.4, and CM.B.1, focusing on object counting, subitizing, and comparing quantities, providing the teacher with evidence of each students’ mathematical development.</p>
	<p>Required 6c) When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Examples may include:</p> <ul style="list-style-type: none"> ● Supportive language; ● Movements or non-verbal cues; ● Open-ended questions that prompt children to expand complex thinking or exploration; ● Flexibility to accommodate children’s individual needs and interests; and ● Opportunities for children to take the lead in their learning. 	<p>Yes</p>	<p>When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. The materials provide family communication, differing activities, and varied materials to support different learning modalities. The materials incorporate movement and non-verbal cues, as well as open-ended questions that prompt children to expand complex thinking or exploration. For example, Theme 2, Teacher Guide, ABC Practice Center provides teachers the opportunity to assess progress toward mastery in naming letters, persisting in a task, and sorting and describing objects. Guidance includes detailed instructions explaining how to conduct the assessment with the child using the materials noted. After preparing the sorting trays, the teacher asks the child to sort</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the plastic letters by straight and curved lines and name the letters that they sort. Following this part of the assessment, the teacher shows the children Vocabulary Cards and asks them to match the letters to the words. For each lesson and aligned assessment opportunity, the materials provide teachers with digital related resources. Theme 8, Animals, includes the link to the Teachers Guide, the Lesson Planner: Mammals, the digital book, <i>I am a Mammal</i>, and the English and Spanish Family Connections. The materials provide differentiation strategies for assessment. The Teacher Guides feature Differentiated Instruction boxes with scaffold and challenge options for Literacy and Math Small Groups. Developmental Story Books offer texts for comprehension checks. AIM's companion resource outlines tiered supports for adapting tasks. The Welcome Guide includes accommodations for visual and hearing impairments, cognitive delays, motor challenges, communication disorders, ASD (Autism Spectrum Disorder), and sensory integration issues, as well as strategies for English Learners (EL). Photo Cards embed sign language and multi-level prompts. Lilypad resources include Strategies for Supporting All Learners and Teacher's Corner tips for open-ended questioning and flexible adaptations. For example, Theme 6, Week 2, Literacy Small Groups includes a Differentiated Instruction box suggesting scaffolds for children who need extra support</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and challenges for advanced learners. Scaffolds include, “Provide fewer manipulatives to reduce cognitive load; use clear visual cues to help with sorting; and model the sorting process step-by-step and allow the child to imitate” for students who need extra support.

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
I: Non-Negotiable Criteria of Superior Quality³	1. Content and Complexity Within the Parameters of the Standards	Yes	A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (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	Yes	Materials and activities focus on building positive relationships with peers and familiar adults, and positive interactions with peers and familiar adults while learning. Materials and activities provide guidance for routines that

³ 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>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>Language and early literacy development is emphasized through resources and activities that support regular read-aloud of appropriately complex narrative and informational texts related to a theme or topic in order to accelerate children’s background knowledge and vocabulary development; 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; pacing and time-estimate of the given literacy lessons appropriate for the targeted age group; print concept activities</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>that demonstrate knowledge of books and how print conveys meaning; alphabet awareness activities that require letter recognition and making letter-sound connections; phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana’s ELDS; early stages of writing using a variety of tools, materials, and surfaces; and regular opportunities to communicate through written representation, symbols, and letters. 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. Materials and activities devote a large majority of the time to the development and understanding of knowledge of numbers, patterns and operations, measurement, and shapes and spatial relationships. Materials and activities align with the Math outlined in Louisiana’s ELDS and promote children’s acquisition and use of the language and vocabulary of math, conceptual understanding of math content, and children’s development of perseverance and persistence in solving problems.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	4. Activities/Materials Supporting Family Engagement	Yes	Materials and activities provide a variety of family engagement activities to strengthen children’s learning and development.
II: Additional Indicators of Superior Quality ⁴	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 in appropriate formats and a variety of modalities.
	6. Assessment and Support for All Children	Yes	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.

⁴ 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
----------	--------------------------------	------------------------	--------------------------------------

FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality

Reviewer Information

Instructional Materials Review

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 grades ECE and K-5.

Appendix I.

Publisher Response



The publisher had no response.

Appendix II.

Public Comments



There were no public comments submitted.