

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 Preschool Louisiana**

Age Levels: **Age 3**

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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. For example, the Cognitive Development and General Knowledge: Mathematics (CM) domain, ELDS CM 2.1.3 (Recognize and copy simple repeating patterns in different forms) is addressed within Theme 4: Color, Shape, and Size, Week 2, Day 3, Math Small Group, Extending AB or ABB Patterns: ABB Patterns. The teacher creates an AB pattern using two colors for the children to see and asks, “What is the pattern core?” and “What 2 colors are repeating?” The teacher then arranges more cubes into an ABB pattern (red, blue, blue) and asks, “What is this pattern core?” The teacher displays both cube towers and compares them. Children then work on their own or with a partner to create their own ABB pattern with the cubes. The teacher monitors and asks, “What color comes next?” and “How do you know?” In Theme 5: Creative Me, Week 1, Things Kids Do, Morning Message, children engage in the activity Silly Frilly Butterfly. In this activity, the teacher points to</p>

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			<p>a child who gives their name and then the class claps the syllables in the name, stomps the syllables in the name, and waves the syllables in the name. They repeat this activity with multiple children. This activity focuses on the Language and Early Literacy Development: Early Literacy: Phonological Awareness (EL) domain, specifically ELDS EL 1.4.3 (Identifying syllables in spoken words with guidance and support). Additionally, Theme 1: Marvelous Me, Week 1, Day 1, Math Time addresses ELDS AL.1.1.3 (Explore unfamiliar objects, materials, and experiences). The teacher invites children to approach a task by observing a bag of math manipulatives by using their five senses. The teacher then encourages the children to describe these manipulatives based on their observations. In Theme 1: Marvelous Me, Week 1, Day 2, Greeting Circle, children engage in opportunities aligned to ELDS IS 1.4.3 (Interact with both familiar and unfamiliar adults, such as greeting a class guest by waving). The teacher references the Greetings Poster and explains that greeting others helps people get to know one another. The teacher introduces Fernando, a plush frog character, as a member of the class and demonstrates how to greet an unfamiliar guest by shaking his hand. Then the teacher invites children to greet Fernando by waving. After the children greet Fernando, the teacher invites them to greet the child sitting next to them. The teacher offers choices such as high-five, hug, fist bump, and wave to greet others. In Theme 5: Creative Me, Week 2, Day 2,</p>

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			<p>Tinkering and Taking Apart, the teacher shows children a broken toy and invites them to discuss what they observe. The teacher encourages the children to identify the flaws in the toy and why it is not safe to play with or use. The teacher guides the children in how to determine if something is safe to use or play with and how flaws in objects can make them unsafe. This activity aligns to ELDS PD.3.3.3 (identifying safety rules and following them with guidance from adults).</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 and activities follow the continuum from less complex to more complex over time aligning with the progression outlined in the ELDS. The materials consistently use instructional routines across the program components as concepts and skills increase in complexity throughout each theme. For example, in Theme 2: My Family and Friends, Week 1, Math, Recognizing Small Quantities 1-3, teachers begin by introducing the vocabulary words, big and small. Then, on Day 2, instruction focuses on identifying quantities of 1. On Day 3, instruction focuses on recognizing and creating quantities of 2. On Day 4, instruction focuses on recognizing and creating sets of 3. Finally, Day 5 focuses on using the numbers 1-3 to play a simple game. Math concepts present a logical progression across themes, as well. For example, Theme 2, Week 1, Math Centers introduce the concept of</p>

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			<p>recognizing numerals 0-3 by inviting children to trace these numbers in sand, on numeral tracing cards, and engage in a matching game. In Theme 5: Creative Me, Week 3, Math Centers, children progress to tracing numerals 0-5 in sand, on numeral cards, and reflect on which numerals come first, next, and last. The skill of recognizing numerals 0-3, directly builds on and provides a foundational concept children need to recognize and sequence with numerals 0-5. In Theme 3: Safe and Healthy Me, Week 1, ABC Center, children practice the letters R, r, U, and u. In small groups, the teacher encourages children to use plastic letters to copy the words on road signs presented in the photo cards and reflect on which letters are made with only straight or curved lines. Midweek, children use connecting cubes to place on top of letter cards to create the letter shapes for R, r, U, and u. In Theme 6: On the Go, Week 1, Day 1, children learn the vocabulary word, travel, during the read aloud, <i>The Rescue</i>. On Week 2, Day 2, children learn the vocabulary word, destination, during the read aloud, <i>Mama's Journey</i>. By Day 5, the teacher asks the children about destinations they could travel to, directly building on their vocabulary from Week 1 to Week 2. Additionally, in Theme 6 early literacy skills increase in complexity in the ABC Center from week to week. Children begin by sorting the letters into categories of straight lines, curved lines, and a combination of curved and straight lines in Week 1. In Week 3, children draw the</p>

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			<p>letters on the sand tray. Then in Week 4, they write the letters on sandpaper while closing their eyes. As a Midweek option, children use their Name Letter Cards and spell out their name from left to right with the option of writing their name on paper.</p>
	<p>Required 1c) Materials spend minimal time on content outside of Louisiana’s ELDS.</p>	<p>Yes</p>	<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, in Theme 8, Week 2, children engage with the Gross Motor center that aligns with standards in the Physical Development domain (PD), specifically ELDS PD 1.2.3 (Use large muscle movements [locomotor skills] with control, coordination, and balance [e.g., running, hopping, climbing stairs]). During the center, children engage in two different activities. At the beginning of the week, the teacher encourages children to walk a path, first on their feet and then on their hands and feet, and then reflect on the question, “Is it easier to walk upright or on both hands and feet?” In the middle of the week, the teacher places pretend crocodiles around the floor and then challenges children to jump over the crocodiles. The Teacher Guide includes a Music, Movement, and Transitions section. The teacher integrates concepts in this section throughout the week to encourage smooth transitions between activities and offer children movement opportunities throughout the day, aligning to ELDS IS 4.5.3 (Participate</p>

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			<p>in routines, manage transitions, and follow adult guidelines for behavior with occasional reminders). For example, in Theme 4, Week 3, children sing, “Can you Put the Toys Away?” as they transition from learning centers to Read-Aloud 2. The guide also suggests singing Twinkle, Twinkle, Little Star as a transition idea for the class.</p>
<p>Non-Negotiable 2. APPROPRIATENESS OF CURRICULUM MATERIALS AND ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required - Integrated Curriculum Only 2a) Materials and activities focus on responsive caregiving (infant/toddler), building positive relationships with peers and familiar adults, and/or positive interactions with peers and familiar adults while learning.</p>	<p>Yes</p>	<p>Materials and activities focus on building positive relationships with peers and familiar adults through daily routines and strategies for building positive relationships. Teachers and children engage in a Greeting Circle each day that includes rituals and routines that promote expressions of unity, togetherness, and connection. The Greeting Circle begins with Unite, in which the children wake Fernando, the class puppet, and then sing a song together intended to “unite all members of the class together and strengthen the bond of the School Family.” After Calm, a destressing activity, they engage in Connect which “encourages face-to-face interaction with peers that involves eye contact, touch, presence, and playfulness.” During this section, children engage in an activity with a partner, such as singing a song or performing an action rhyme together. Finally, during the last part of the Greeting Circle, Commit, children engage in the Safekeeper Ritual. The Safekeeper Ritual includes explaining that children help to keep the classroom safe by being kind and helpful. Each morning, the</p>

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			<p>teacher asks children if they are willing to do their job to keep the school family safe. If the children are willing to help, they put their stick or card in the special box, indicating their commitment to doing their part to help keep the classroom safe. For example, in Theme 2, Week 2, Day 3, during Greeting Circle, the teacher displays Fernando’s Playhouse with Fernando inside and invites a volunteer to “wake” Fernando. The teacher then uses Fernando and points to the relatives Vocabulary Card and explains that this week the children will learn about relatives. Later on, the teacher uses Fernando to perform the Absent Child Ritual, highlighting any absent children that day and placing photos or names of absent children on the We Wish You Well Heart. Everyone then sings, “We Wish You Well.” Once the song is complete, the teacher refers to the Greetings Poster and discusses ways to greet grandparents. The teacher invites children to practice a few greetings with a partner, using gentle touch and eye contact. During Commit, the teacher recites the Safekeeper Ritual and instructs children to place their names inside the box. Then, the teacher refers to the “helping hands” icon on the Commitments Poster and tells the children one way to keep the classroom safe is to use “helping hands.” The teacher points out that helping hands mean they help their friends when they need them and asks the children to commit to using “helping hands” throughout the week. Additionally, building positive</p>

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			relationships with peers and adults is embedded throughout lessons and activities. For example, in Theme 1, Week 3, Day 3, during Read-Aloud 1, the teacher reads the book <i>Play is More Fun with Friends</i> , pausing at one point to explain why shy children may feel uncomfortable asking others if they can play. Then, referring to the shy Photo Card the teacher says, “When we notice someone is alone and not playing, it may be because they are shy. We could invite them, or ask them to play with us.” The teacher then asks if children have ever felt shy. The teacher then encourages children to share their experiences. Afterwards, the teacher models how to invite someone to play and prompts children to find a friend in the class and practice asking them to play in a kind way.
	<p>Required - Integrated Curriculum Only 2b) Materials and activities provide guidance for routines that support the health and safety of children.</p>	Yes	Materials and activities provide guidance for routines that support the health and safety of children. Children engage in health and safety routines as well as a variety of indoor and outdoor play. Materials provide both structured and unstructured Individual play/center time, appropriate for the age level. Embedded routines in the program consistently promote healthy behavior, rule following, and safety practices. For example, in Theme 3, Week 1, Day 3, Read-Aloud 2, children learn the importance of hand washing. The activity uses the book, <i>Cowboy Mouse</i> , to reinforce the routines. While reading the book, the teacher demonstrates handwashing by

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			<p>modeling washing both the tops and bottoms of hands and between fingers. The teacher tells children they can sing Twinkle, Twinkle, Little Star to help them know how long they should wash their hands. As the last part of the lesson, the teacher takes children to the restroom or classroom sink to practice washing their hands appropriately. Materials and activities initiate and engage children in a variety of physical activities through both indoor and outdoor play. Each day's schedule includes optional outdoor activities that relate to the theme. For example, in Theme 7, Week 3 provides three different outdoor activities, such as Insect Exploration. During the exploration, the teacher encourages children to dig in the sand and dirt to see what little creatures might live beneath the surface. They explore using magnifying glasses to look more closely at the creatures while being taught how to be gentle with insects. In Theme 3, the materials provide guidance for integrating Art Activities. Guidance directs teachers to include these as daily offerings or in standalone sessions during dedicated Art Activity time. The materials include six Art Activities to use throughout all weeks. For example, in Safety Sculptures, the teacher begins by discussing the importance of safety rules with the children. The teacher explains how safety rules help keep them safe and healthy in different situations, such as at home, at school, or while playing outside. Then, the teacher provides each child with a lump of clay and a rolling pin</p>

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			and instructs them to flatten the clay to create a base for their sculpture. The teacher encourages the children to sculpt different safety symbols or objects related to the safety rules discussed. Children make a stop sign, a helmet, a crosswalk, or a seat belt buckle.
	<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>	Yes	<p>Materials and activities provide teacher-directed and child-initiated experiences. Daily instruction follows the same structure that includes Literacy Ready Alouds, Math, and STEAM (Science, Technology, Engineering, Arts, and Math) in which the teacher delivers intentional instruction related to the theme and focus of the week. After receiving intentional small group or whole group instruction, children choose and engage in a variety of centers connected to the daily objectives and concepts, including centers such as ABC Center, Construction, Pretend and Learn, Science, Math, Fine Motor, Literacy, Sensory, Creativity, and Gross Motor. While child-initiated, the centers connect to what the children learn during teacher-directed instruction. Children frequently engage in guided play, activities facilitated by the teacher but led by the child. Guided play often occurs during outdoor play, exploratory play, and pretend play, and aligns with learning objectives of the lesson. Additionally, children often have options in how they choose to practice skills and concepts during lessons. For example, in Theme 2, Week 2, Days 1-5, the Creativity Center includes child-initiated</p>

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			<p>experiences and incorporates the theme, My Own Creation. The teacher encourages children to brainstorm ideas for something they would like to create and decorate. Throughout Days 1-5, the teacher provides children a variety of materials to choose from for their creation such as cardboard, clay, confetti, gems, glitter, and glue. In Theme 6, Week 3, Day 2, Read-Aloud 2, Discover, children engage in a teacher-directed activity. In the activity, children engage with the text, <i>Across the Water</i>. The teacher reads the text on the cover of the book, invites children to identify letters they recognize, and discusses the water transportation pictured on the cover. The teacher points out the raft and small boat powered by children paddling and then introduces the vocabulary card, powered. The teacher encourages children to look for examples of water transportation powered by people. In Theme 7, Week 1, Day 3, the teacher leads Morning Message by directly teaching how to read a sentence, find rhyming words, and write a sentence. Then, the teacher invites the children to identify familiar letters. Children then choose how they practice writing these letters, drawing the letters using their fingers on the carpet, on the top of their hand, or on a partner's hand.</p>
	<p>Required 2d) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches</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</p>

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	<p>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>initiated by the child. Materials include a variety of hands-on/kinesthetic activities, interactive engagement, oral interaction, and dramatic play in multiple activities and centers throughout each day. These child-initiated activities directly tie to the daily learning. For example, in Theme 1, Week 3, Day 1, the Dramatic Play center includes wrapping paper squares, small boxes, tape, streamers, party plates, and hats. Children work independently or cooperatively to wrap the boxes for a pretend party. Midweek, children decorate for the pretend party and offer guests plates, hats, and the gifts they wrapped earlier in the week. In Theme 9, Week 1, Day 1, Creativity Center, children engage in an interactive, hands-on approach to learning that is initiated by the child. During the center, children create their favorite season scene on a sheet of paper, think about the characteristics of the season, and use those colors as they create. Additionally, in Theme 9, Week 1, Day 2, in the Science Center, the teacher demonstrates how to use scoops to transfer soil to cups. Then the teacher invites children to insert 2 or 3 lima beans into the soil and to use the spray bottle to moisten the soil with up to 5 sprays. The teacher provides magnifying glasses, paper, and markers for children to observe and document the progress of the seeds' growth throughout the theme. In Theme 6, Week 3, children focus on Water Travel. After instruction, children choose from a variety of centers that connect to the learning and focus</p>

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			<p>of the week, Water Travel. In the Sensory Center, children experiment with materials that sink or float, using items such as corks, washers, buttons, connecting cubes, and sponges. In the Literacy Center, children draw and describe water travel and retell a story. In the Construction Center, children load toy boats with small toys, cars, and animals and build a houseboat using blocks. In the Creativity Center, children finger-paint an ocean and use shapes to make sailboats. The centers connect to the theme, Water Travel, while providing children the opportunity to practice skills and concepts developed during the week.</p>
	<p>Required 2e) Materials and activities provide frequent opportunities for children to make meaningful 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>Yes</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 and activities provide support for diverse learners including English Learners (EL) and students with disabilities and suggestions for supporting varying child learning needs. For example, in Theme 9, Week 2, Day 3, Literacy, Read-Aloud 1, a Cultural Reflectiveness prompt provides opportunities for children to make meaningful connections to their own knowledge and experiences. In this section, teacher guidance notes that different cultures use dawn and dusk as a means to signal various forms of devotion in their daily</p>

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			<p>routines. They invite children to share their routines to the class. In Theme 1, Week 4, Math Center, the Strategies for Supporting All Learners: Inclusive Strategies prompt provides support for diverse learners and supporting varying child learning needs for the activity. The guidance informs teachers that children with limited hand mobility may struggle connecting the cubes and to allow these children to place the cubes in a line to show length instead of making the towers. In Theme 2, Week 1, Day 5, children explore how all families are different by learning about different family celebrations during the Read-Aloud of <i>Families</i>. Throughout the week, children discuss and learn about family sizes, how families care for one another, different family homes, and the many cultures of families. This directly connects to how children see themselves as a part of a family and a community, while connecting to their own knowledge and experiences from their home lives. In Theme 5, Week 3, Day 1, during Read-Aloud 1, the teacher reads the story, <i>The Invisible Force</i>, and asks various questions about the story while introducing vocabulary and letter names. The teacher manual provides materials and ways to engage multilingual learners and struggling learners. For example, the Teacher Guide encourages the teacher to use more visual aids when introducing vocabulary for ELs and a tactile board for learners with visual impairments. In Theme 3: Safe and Healthy Me, Week 1, Day 1, during the</p>

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			<p>Outdoor Activity, the teacher encourages children to pretend to be community workers as they ride around the playground on their tricycles, wagons, or other ride-on vehicles. The activity comes after children discuss community workers, like a crossing guard, and how people like this keep community members safe. This allows children to demonstrate awareness of themselves as a member of the community.</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 provide guidance for all areas of the schedule/day including outdoor play as well as opportunities for small group and whole group instruction. For example, in Theme 5, Week 3, Day 4, Experimenting, children engage in a whole group outdoor activity. For this activity, children learn about gravity. The teacher collects outdoor toys and lets each child drop one toy from the top of a climbing structure while referencing the story, <i>I Dropped my Dolly</i>. In the story, Dolly fell to the ground, and the teacher explains that it was due to gravity. In Theme 9, Week 1, Day 5, Fine Motor Center, children participate in small group workstations. At the beginning of the week, children make designs on paper and fold the paper into a fan. In the middle of the week, children use tweezers and three cotton balls to make a snowman. In Theme 8, Week 2, Day 1,</p>

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			<p>children begin in a whole group setting for the Morning Message and both Read-Alouds. During the whole group Morning Message, children say, write, and explore one sentence each day. They say the sentence, the teacher writes the sentence, and then they explore the letters found in the words of the sentence. During the read-alouds, children engage in the reading of a fiction text and a non-fiction text. After the read-alouds, children transition into small groups for center work. Inside of the Creativity Center, children move into an individual activity as they create a rainforest animal with an empty toilet paper tube, feathers, googly eyes, and various other art supplies.</p>
<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 - <i>Integrated Curriculum Only and Language and Literacy Curriculum</i> 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; 	<p>Yes</p>	<p>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. Morning Messages follow a three step approach for early literacy instruction including Step 1, Say the Sentence, Step 2,</p>

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	<ul style="list-style-type: none"> • 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; • 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; 		<p>Write the Sentence, and Step 3 Explore Letters, building children’s phonological awareness, print concepts, and alphabet knowledge. Materials incorporate regular read-alouds of appropriately complex narrative and informational texts related to the theme daily. Each day includes two read-aloud blocks. Read-aloud opportunities expose children to appropriate literacy building activities, connect to the theme’s topic, and build vocabulary and content knowledge. The activities and text selections include a variety of genres. For example, Theme 3, Week 2, Read-Aloud 1 includes the informational text, <i>What Does a Doctor Do?</i> This text is read aloud throughout the week. On Day 1, the teacher introduces the text along with the vocabulary word, doctor. After the teacher reads the book, children discuss the question, “How do doctors/nurses help us stay healthy?” They engage in this same routine on Days 2-5 with the vocabulary words, dentists, optometrist, pharmacist and veterinarian. Questions that students discuss include the following: “Have you been to the dentist? What did the dentist/hygienist do?” “Have you been to the optometrist? What did the eye doctor do?” and “What are some health supplies you saw or bought at the pharmacy?” Children discuss and gain understanding of how information from stories relate to their own experiences, aligning to ELDS EL 4.4.3. In Theme 4, Week 2, Literacy center, children retell a story using pictures and props. In this center activity,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> ● 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 letters and sounds in print) and explicitly teach letter sounds; ● 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>children use the Story Folder props to retell <i>Maisy’s House of Shapes</i> and change the ending of the story. In Theme 8, Week 4, Read-Aloud 2, <i>Around the Barn</i>, the teacher displays the word pasture and asks children to share what they know about farm animals like sheep, goats, and cows. The teacher then explains that pastures are where these animals live on a farm. Throughout the week, the teacher introduces different vocabulary words, such as barnyard and stall, and questions, such as “Have you ever seen this animal?” and “Have you ever visited a barn?” This read-aloud provides appropriately complex informational text that relates to the theme of animals and accelerates children’s background knowledge and vocabulary development. In Theme 9, Week 1, Day 1, during the Morning Message, the teacher states the sentence, “Leaves twinkle in twilight” and then asks the children to say it with her/him. The teacher explains that an “alliteration is the repetition of the beginning sound in two or more words in a row” and provides additional examples, such as “magical moonlight mesmerizes” and “tasty tomatoes” in which the children repeat. During Step 2 of the lesson, the teacher writes the sentence “Leaves twinkle in twilight” while saying each word and uses the Spacefrog to visualize the spaces between each word. The teacher points out the words moving from left to right and calls attention to the uppercase letter in the first word. In Step 3, the teacher invites children to practice drawing letters E, e,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			T, t, Z, z, L, l, and M, m on their partner’s back, on their palm, or on a dry erase board. Afterward, children identify the letters they recognize in the sentence on the board.
	<p>Required - <i>Integrated Curriculum Only</i> 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; ● Curiosity and exploration; ● Creative thinking (e.g., pretending, make-believe play, role-playing); and ● Awareness of rules and responsibilities. 	Yes	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. Math, science, social studies, and creative arts are integrated into daily read-alouds, centers, and other activities while supporting curiosity, exploration, and critical thinking. Additionally, materials and activities provide vocabulary instruction and teacher guidance for prompting use of vocabulary terms. Teacher guidance for prompting use of vocabulary along with science concepts and topics are integrated into daily read-alouds. For example, in Theme 6, Week 3, Read-Aloud 1, Day 1 <i>Mario’s Boat</i> , the teacher reads the title and author and then tells children they will listen closely to find out how Mario Mouse ends up in a boat. Next, the teacher asks where Mario found the boat and how he ended up in the ocean. Next, the teacher refers to the powered vocabulary card and reminds children that powered means to be moved by an energy

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>source. The teacher then asks children what powered Mario’s sailboat as they help children understand the boat was powered by waves, the wind, and the waves made by other vehicles on the ocean. The teacher supports this with the sailboat Photo Card while explaining how a sailboat is moved along a body of water by wind and waves. In Theme 8, Week 3, Read-Aloud 1, Day 1, the teacher reads <i>Hooray for Fish!</i> and reviews the title and author’s name and points out that this book is about the many ways to describe fish. The teacher gives examples such as, fish may be red, blue, or yellow and have spots or stripes. Another example in the activity is that fish can live in the ocean. The teacher, referring to the ocean Vocabulary Card, defines an ocean as “the huge bodies of salt water that cover most of the Earth.” The teacher then refers to the sea vocabulary card and asks children to look at the pictures on the cards to compare. This directly connects to ELDS CS.1.1.3 (Investigate, observe, ask questions, make predictions, make comparisons, and gather information about the physical and natural world using their senses and simple tools). In Theme 4, Week 2, Day 3, the teacher displays the What Shape Comes Next? cards and invites children to place a clothespin on the item that completes the pattern. This activity aligns to ELDS CM 2.1.3 (Recognize and copy simple repeating patterns in different forms). Children continue to develop this standard by transitioning to a small group center activity</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>where the teacher encourages the children to use paper, shapes, and glue to create simple patterns on their own. Children complete this center activity in small groups which is designed to encourage children to explore, be creative, problem-solve, and build relationships with peers and teachers.</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. ● 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>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 Math 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. Materials include daily math lessons in which children interact with math skills and concepts through play, hands-on activities, discovery, mathematical discourse, and problem solving. The teacher introduces a skill each week and incorporates the skill in a variety of activities and settings. Math topics increase in complexity over time. Theme 1 begins with “Free Exploration” as children identify similarities and differences and work with quantities up to 3. Theme 2 addresses attributes and spatial relationships. Theme 3 addresses classification and categorization. Theme 4 addresses patterns. Theme 5 and 6 includes object counting of sets to 5. Theme 7</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>addresses measurement, comparison, and ordering. Theme 8 progresses to number and operations as children explore part-part-whole relationships and count and track objects up to 10 by the end of the theme. Finally, in Theme 9, children review math skills and concepts as they continue to quantify sets of 10 and apply these skills and concepts to understand order, structure, and repeated reasoning. For example, in Theme 3, Week 1, the weekly vocabulary words include: attribute, sorting, group, alike, different. On Day 2, children engage with the vocabulary word sorting. The teacher displays the vocabulary card, gathers different colors of connecting cubes and places them in color groups on the table, and defines sorting as “putting things together that have the same attribute.” The teacher draws attention to how the cubes are sorted by color, passes out an object to each child, and asks them to place the object in the correct color group (ELDS CM. 2.2.3). In Theme 2, Week 1, the Math center introduces the concept of recognizing numerals 0-3 as children trace these numbers in sand or on numeral tracing cards and engage in a matching game (ELDS CM 1.6.3). Additionally, in Theme 5, Week 3, Day 4, Math center, children trace numerals 0-5 in sand, on numeral cards, and reflect on which numerals come first, next, and last (ELDS CM 1.6.3, 1.8.3). These activities allow children to demonstrate knowledge of numbers and the relationship between numbers and quantities. In Theme 7, Week 1,</p>

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			<p>Day 3, Math, children guess how far they can jump by placing a sticky note at their guessing length. Each child receives a turn to jump and, as a group, children measure how far they jump by using a string. Then, with the teacher's assistance, the children compare the lengths of each child's jump. On Day 4, the children identify which measurements are longer and which measurements are shorter on Day 5. The teacher introduces the vocabulary words, distance, length, long, and short, and uses them frequently throughout the week (ELDS CM 1.1.3, 1.3.3, 1.5.3, 3.1.3, 3.2.3). In Theme 8, lessons and activities provide children with opportunities to demonstrate knowledge of numbers and the relationship between numbers and quantities For example, in Week 4, Day 5, Counting Collections to 10, the teacher reviews each Barnyard Animal and matching 10-frame card. The teacher encourages children to pay attention to the number of animals on the barnyard animal picture and how the count matches a 10-frame card. The teacher asks how many animals are in the Barnyard Animals picture and then invites children to find a matching 10-frame card to confirm their response (ELDS CM 1.1.3, 1.2.3, 1.3.3, 2.2.3).</p>
<p>Non-Negotiable 4. ACTIVITIES/ MATERIALS SUPPORTING FAMILY ENGAGEMENT</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>	<p>Yes</p>	<p>Materials and activities provide a variety of family engagement activities to strengthen children's learning and development. Learning is extended from the classroom to home in a variety of ways, including family</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • Aligned activities; • Virtual portals; • Stories/books; and • Learning extensions to complete at home. 		<p>communications and materials to use at home with parents or guardians with a thematic connection to lessons/units. The teacher sends the Family Connections newsletter, Fernando’s Family Letter, each week. For example, in Theme 4, Week 2, the focus for the newsletter is Shape. The letter includes a short note from Fernando that outlines the books the class will read for the week and the focus areas for math and STEAM lessons. The letter also includes a Word of the Week with a definition, the Theme of the Week, the Calming Strategy of the Week, a Home-School Connection section, Learning Outcomes, and the Song of the Week. In the Teacher Resources, Home-School Connection Activities, materials provide guidance on materials to use at home with parents or guardians with a thematic connection to lessons and units for each theme and each week. For Theme 3, Week 1, the Home-School Connection section encourages families to create a safety scavenger hunt at home by hiding safety-related items around the home. Once the child finds each item, families receive guidance to discuss the item’s purpose and how it helps keep them safe. Additionally, the Welcome Guide includes a Creating A Learning Team section that provides guidance on how to involve families in their child’s education. In the beginning of the year, guidance prompts the teacher to send home the All About Me form to families for parents or guardians to complete that provides the teacher information on their child, such as</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“their child’s development, likes and dislikes, and unique needs.” The guide also suggests that teachers verbally communicate with each child’s family, sharing “critical information” as well as “clever and cute things” their child did during the day. Finally, guidance suggests that teachers should encourage families to visit the school by sending invitations or making personal calls.</p>
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. 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. Materials include guidance on organizing and using materials, setting up learning centers, and managing transitions. The Teacher Guides are easy to follow with clear links and notes for accessing supplemental materials. Materials provide guidance and support on managing time within the day, week, and year. In the Resource Center, Implementation Resources, Welcome Guide, guidance is provided on organizing and using materials in the Program Components and Teacher Guide Tour sections. Guidance for setting up learning centers and managing transitions smoothly is found in the Management and Organization section. In the Weekly Planner, each week has its own five day planner with materials and activities</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>needed for each day. The Weekly Planner is easy to follow with clear links and notes on how to access supplemental material. For example, in Theme 5, Week 3, Day 3, Read-Aloud 2, the Related Resources section on the left includes hyperlinks to the full Teacher Guide, the Vocabulary Cards, and the Digital Book. Materials include clear and concise instructions on usage and accessibility. Each theme has its own manual with an easy to use guide for the teacher to follow. The Teacher Guides include a Week at a Glance with each section of the day outlined. Following the Week at a Glance, the Teacher’s Guide is broken down day by day and lesson by lesson. Lessons are broken down by sections with objectives and provide step-by-step instructions on how to approach each lesson and activity, and lists what materials will be needed. The Week at a Glance displays the day-to-day schedule, including the following: Greeting Circle, Morning Meeting, Literacy Read-Aloud 1, Read-Aloud 2, Math, STEAM, Mindful Movement, Closing Circle. Each component includes a brief description of each activity. For example, in Theme 2, Week 1, Day 1, Morning Message, the sentence for the day states “Calm families are comforting.” Teacher guidance provides explicit instructions for the Morning Message portion of the lesson. In addition to the lesson instructions, guidance also includes the Learning Outcomes, a list and pictures of materials, and a progression of the morning message throughout the week.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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. Activities call for materials that appeal to children’s interests and support the instructional theme while promoting student engagement in order to deepen understanding. Daily lesson plans include center time which provide children the opportunity to incorporate play into their learning process. During centers, children engage in hands-on exploration, make choices, learn from each other, and practice collaboration as they interact with peers, all while practicing and developing daily objectives and concepts. Materials are readily available in most early childhood settings. For example, in Theme 9, Week 1, Sensory center, children play with homemade snow at the water table, using their finger to write their name or numerals in the snow. Materials also include winter themed items for creative play. The teacher concludes the lesson by asking reflection questions such as, “What did you do with the snow?” and “Have you ever played in real snow outside?” Throughout the program, guidance prompts teachers to use Fernando, a frog puppet, during Greeting Circle to start off each day. A different child is selected to wake Fernando every morning and assists the teacher with taking attendance, introducing the learning targets for the day, and teaching the other children how to greet familiar adults and friends. In Theme 1, Week 1, Day 3, STEAM</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			center, children use blocks, toy animals, and cars, items readily available in most early childhood settings, to build and design structures in different ways for different purposes. This center gives children the opportunity to explore and apply their learning.
	<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>	Yes	<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. Materials and activities include the use of an assortment of safe and appropriate toys and manipulatives that clearly provide for integration of skills and the promotion of executive functioning skills across domains. Throughout lessons and centers, children engage with manipulatives such as buttons, connecting cubes, frog counters, finger puppets, pattern blocks, and activity scarves. For example, in Theme 3, Week 4, STEAM Center, children use an assortment of safe and appropriate toys and manipulatives to work on a STEAM project, Slide and Glide. The children work at Makerspace to design footwear or a device to attach to the soles of their shoes to help them slide and glide with ease. Children work on the project in four phases, including Tinkering, Designing, Engineering, Testing and Redesigning. These different phases provide for integration of skills and promotion of executive functioning across domains. In Theme 4, Week 1, Day 2, ABC center, children</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>use plastic letters and vocabulary cards to copy the spellings of the color words from the vocabulary cards with the plastic letters. By mid-week, children use the same vocabulary card to copy the color words on paper using the color paint that corresponds with the color word. In Theme 7, Week 2, Day 3, the teacher invites the children to examine boxes and match the correct lid to the correct box. By mid-week, children use the same boxes to sort objects. Children place the heavy objects in one box and the light objects into the other box. The objects include toys familiar to the children who safely handled the toys independently.</p>
	<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>Materials are available in appropriate formats and a variety of modalities. For example, Theme 7, Week 1 includes print and non-print materials. The Materials for the Week section includes books, posters, vocabulary cards, picture cards, and connecting cubes. Additional non-print modalities include music and videos each week. In Theme 6 Teacher Guide, Materials for the Week, the Lilypad section lists the Music and Media resources for the week. These include The Wheels on the Bus Video with Fernando, The Wheels on the Bus with Richele, Motorboat with Ronno, and Sing a Song of Math Attributes with Richele. In Theme 3, Week 4 includes Read-Aloud 1 which can be presented as a print or a digital resource. After the read aloud, the children engage in the Hokey Pokey dance to connect</p>

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			<p>their learning of being active from the book <i>Get Moving!</i> to actively dance to this song. Connecting the book to a song demonstrates a clear and age appropriate variety of learning styles and materials. In Theme 9, Week 2, the Weekly Planner provides opportunities for a variety of learning styles. The program sets aside time throughout the week for Gross Motor, Fine Motor, and Dramatic Play centers. In the Gross Motor center, children pretend to play in the clouds in the sky and jump over the clouds as they play. By mid-week, children catch stars with fishing poles by touching the magnet to the paper clip on the stars. In the Fine Motor center, the teacher provides cloud dough and encourages children to freely explore it on a tray. By mid-week children draw a simple picture with a black marker on blue construction paper and then outline the picture with foil stars to make a “Big Dipper” picture. In the Dramatic Play center, the teacher provides props for children to pretend they are at the beach or pool on a sunny day and emphasizes the importance of using sun protection items, such as a hat, glasses, and sunscreen. By mid-week, children use the sky puppets to make up stories about the sky.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>6. ASSESSMENT AND SUPPORT FOR ALL CHILDREN</p> <p>Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>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 focus of assessment materials focuses on the overall theme and includes assessment guidance and suggestions provided within the lesson and activity components. A variety of assessment methods are used while activities promote ongoing opportunities for observation and documentation. As the themes progress, assessments are more purposeful and directly connect to standards addressed in the day's or week's lesson. For example, in Theme 5, Week 4, during the Closing Circle the opportunity to assess ELDS IS 3.5.2 (Demonstrate confidence in one's own abilities and express satisfaction when demonstrating them to others). Guidance instructs the teacher to select four children daily and note if they felt successful or not during the day. In the Welcome Guide, Assessment, Work Samples, guidance provides different ways to use work samples for assessment. At the end of each week, guidance suggests a method of observation. These methods include the following: anecdotal record or checklist, observation, documented conversation, work sample, photograph, audio/video recording. In Theme 6, Week 3, Assessment, materials provide assessment guidance for the following domains: Interpersonal Skills, Language and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Early Literacy Development, Cognitive Development and General Knowledge, and Physical Development. Each assessment opportunity lists the specific lesson, page number, and assessment method. For example, in Language and Literacy, materials assess children on upper and lowercase letters. The guidance explains how to use Read-Aloud 1, Day 2 and Read-Aloud 2, Day 2 to assess whether children can name the letters they recognize on the cover of the text. Teacher guidance also notes, “Do children recall events and characters from the story?” In Theme 1, Week 1, the focus for the first four weeks of the program is to get to know the children. The teacher collects observable and anecdotal data focusing on the children’s dispositions and approaches to learning. Guidance encourages the teacher to pay attention to what the children enjoy doing and how they respond to feedback. This provides a baseline of information on each child.</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. Guidance is provided so that assessment is conducted at appropriate intervals. Assessment occurs frequently throughout each lesson and also occurs daily, weekly, and intermittently. In the Resource Center, Implementation Resources, Developmental Checklist, materials provide teachers with a checklist that includes skills in each of the five learning domains: Approaches</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>to Learning, Interpersonal Skills, Language and Early Literacy Development, Cognitive Development and General Knowledge, and Physical Development. The Developmental Checklist states, “While children 36-48 months develop skills in a predictable sequence, the timeline for achieving developmental milestones varies from child to child.” Guidance prompts teachers to observe children routinely and keep the Developmental Checklist as record of their progress in the Student Portfolio. Each day’s Closing Circle is utilized as a daily assessment opportunity. For example, in Theme 5 Teacher Guide, Week 4, Closing Circle, guidance provides a daily assessment as well as specific assessment questions for Days 1-5. For Day 2, children answer, “How many candles did you put on your dough birthday cake?” and “Can you show me how with your fingers?” In Theme 1, Week 2, Day 5, the teacher uses an assessment checklist to record data regarding ELDS CM 1 (Children demonstrate knowledge of numbers and the relationships between numbers and quantities). Materials provide explicit instructions with an example on how to fill out the chart. Guidance encourages the teacher to record each child’s name and record how high the child can count verbally. Then children count 3 sets of cube towers, and the teacher records which tower the child is able to count with the largest number of cubes. Using a symbol or a check or a plus sign indicates “occasionally and with support or consistently</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>without support.” In each day’s lesson, the program provides teacher support and guidance on how to differentiate for those struggling and multilingual children, along with inclusive strategies. In Theme 6, Week 4, Day 5, to support struggling children during Math instruction, guidance encourages the teacher to provide connecting cubes for children to build towers that match the number of dots, fingers, tally marks, filled 5-frames, or crayons on their set of Counting Cards to assist in counting and comparing numbers 0-5. Guidance provides next steps to challenge children mastering the standards. The teacher invites children to create cards of high numbers, such as 6 and 7, to play with.</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. Materials provide guidance within the instructional routines that allow adaptations or adjustments to meet the needs of children while also using supportive language and open-ended questions that prompt children to expand complex thinking or exploration. Guidance within the instructional routines provides opportunities for adaptation or adjustments to meet the needs of children in the Strategies for Supporting All Learners section of each activity. For example, in Theme 4, Week 1, Day 3, Read-Aloud 2, <i>Perla Makes Choices</i>, Differentiated Instruction and Multilingual Learners prompts the teacher to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>support children with limited memory or attention by offering a visual reference, such as a colored piece of paper, to help them focus on color choices or offer a kinesthetic approach by teaching children the ASL (American Sign Language) sign for each color name. In Theme 6, Week 2, Day 5, during Math instruction, the teacher assesses the children by observing, questioning and recording responses on sorting items based on their attributes, graphing these attributes, with assistance, and sharing their findings with others. The teacher asks questions such as, “Which attributes did you sort your frog counters by?” and “Which color/size has fewer/more?” to gain understanding of student progression. Within each lesson, materials provide the following sections for support: Differentiated Instruction, help for Multilingual Learners, Inclusive Strategies, and Cultural Reflectiveness. These pieces provide guidance within the instructional routine and allow for adjustments to be made as needed to support all children. In Theme 8, Week 1, Day 1, for Multilingual Learners, during Math instruction of Part-Part Whole Relationships, guidance encourages the teacher to have children act out the “frogs in the forest” story before using manipulatives to recreate the story. The Cultural Reflectiveness side bar reminds the teacher that some families might be more knowledgeable about dominos and play a variation of domino games. The program invites these parents to teach the other</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			children in the class how to play and compare the game from inside the class to the game the parents teach.

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 support the health and safety of children. Materials and activities provide both teacher-directed and child-initiated experiences. Materials and activities allow substantial

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>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>
	<p>3. Quality of Curriculum Materials and Activities</p>	<p>Yes</p>	<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 that demonstrate knowledge of books and how print conveys meaning; alphabet awareness activities that require letter recognition and making letter-sound connections; phonological</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>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>
	4. Activities/Materials Supporting Family Engagement	Yes	Materials and activities provide a variety of family engagement activities to strengthen children’s learning and development.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Additional Indicators of Superior Quality⁴	5. Implementation Format of Materials and Activities	Yes	<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. 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.</p>
	6. Assessment and Support for All Children	Yes	<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. 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.</p>
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

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

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.