LOUISIANA DEPARTMENT OF EDUCATION

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: **Eureka Math Squared, Level PK**

Age Levels: **Ages 4-5**

Publisher: **Great Minds PBC**

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Curriculum Type (Language/Literacy, Math, Integrated[2]): **Math**

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
SECTION I: NON-NEGOTIABLE CRITERIA 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.			

Non-Negotiable
1. CONTENT AND COMPLEXITY WITHIN THE PARAMETERS OF THE STANDARDS
 	
Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards (ELDS).
 	
☒ Yes ☐ No
	Required
	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):
	• Approaches to Learning;
	• Cognitive Development and General Knowledge which includes:
	  ○ Mathematics,
	  ○ Science,
	  ○ Social Studies, and
	  ○ Creative Arts
	• Language and Early Literacy Development;
	• Physical Development; and
	• Interpersonal Skills.
		Yes	A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Cognitive Development and General Knowledge: Mathematics domains of the Louisiana Birth to Five Early Learning and Development Standards (ELDS). The materials are intentionally designed with developmentally appropriate practices that guide children through meaningful learning experiences promoting curiosity, exploration, and critical thinking. The instructional sequence demonstrates clear alignment with the ELDS, with lessons that build on prior knowledge and gradually increase in complexity. Through hands-on, concrete activities, children develop essential early mathematical skills such as number sense, comparison, measurement, spatial reasoning, and problem-solving. These experiences offer repeated, varied opportunities for children to internalize concepts through exploration, discussion, and practice. The materials also integrate mathematical learning with language development and social interactions, reinforcing the interconnected nature of early childhood learning. The materials support

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			teachers in facilitating purposeful conversations, encouraging collaboration, and adapting instruction for diverse learners. For example, ELDS CM 1.2.4, which focuses on accurately counting up to ten objects in a structured arrangement, is clearly addressed across multiple lessons. In Module 1, Lesson 3, Crayons Group, children count crayons within an organized set. In Module 1, Lesson 30, Let's Count & Record, children count objects in a collection and document their work on paper. Later, Module 3, Lesson 17, Let's Count & Record extends this learning by teaching children how to create math drawings and respond to the guiding question, "How are you keeping track of what you already counted and what you still need to count?" In Module 4, Topic B, children work through a progression of lessons focused on comparing the heights and lengths of objects. The Key Guiding Question of the unit is "How can you tell if an object is (taller than/longer than/shorter than/the same length as/the same height as) another object?" This guiding question anchors instruction across multiple lessons. In Module 4, Lesson 5, Tall or Short, children describe objects using the comparative terms tall and short. This understanding is extended in Lesson 6, Compare Heights, where children align endpoints of objects, such as stacks of cubes, and use precise language to explain which stack is taller than, shorter than, or about the same as another. The sequence continues with Lesson 9, Straw Line Up, in which children

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			order objects by length, such as lining up straw and putting them in order from shortest to longest (ELDS CM 3.2.4). In Module 5, Topic E, Lesson 21, Create Patterns, children recall their prior knowledge about patterns. During an interactive activity, the teacher identifies children by their position in line, for example, "Nala is the first in line. Henry is the second in line. Mateo is the last person in line." The pattern activity is built around these position terms. Children participate in the pattern by following prompts such as, "First person, touch your head. Second person, touch your hips. Last person, touch your toes." (ELDS CM 1.8.4). In additional lessons on patterns, cardinality and position language are reinforced. For example, in Module 5, Lesson 23, Patterns Everywhere, children answer questions such as, "Tell me about your patterns. What is the pattern unit? What repeats? What comes first in your pattern? Next? Last?" (ELDS CM 2.1.4). In Module 6, Topic B, Project: Plan a Celebration, children use math as they plan a celebration for a community group they want to acknowledge and thank. Through this project, children use various mathematical strategies to demonstrate their understanding. For example, children use tally marks to see that they can use these marks to keep track of what they are counting. The project provides three different options for children to demonstrate their understanding of patterns. Children create and extend repeating patterns as they make decorations, create gifts or

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			dance. For example, when creating decorations, children use ordinal words such as first, next, and last to describe positions in the pattern. The teacher displays a picture of streamers to the class and asks, “Do you see a pattern unit, the part of the pattern that repeats. Children identify the color pattern on the picture. The teacher further extends the learning by asking, “Could we make a shape pattern instead of a color pattern in our decorations?” Children then use construction paper to create streamers for the celebration, following a pattern that is decided as a class.
	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).	**Yes**	Materials and activities present a logical and coherent progression of complexity over time. Mathematical skills and concepts build intentionally across the materials, beginning with concrete, hands-on exploration and gradually advancing toward more complex understanding. This progression supports children in making meaningful connections, deepening their mathematical thinking, and engaging with content in ways that reflect their developmental readiness. The Year-at-a-Glance document demonstrates the intentional design of the program that progresses from foundational skills, such as sorting, classifying, and counting, to more complex concepts involving shapes, measurement, and comparison. This coherent structure supports children in developing mathematical knowledge through exploration, repetition, and play. Early units introduce children to sorting

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			and counting objects within meaningful contexts. As the year progresses, children apply these foundational skills to explore shapes, patterns, and methods for comparing objects, ultimately building toward mathematical reasoning and problem-solving. For example, Module 1, Topic A, Lesson 2, children work with partners to compare what is the same and different about their shoes. The teacher circulates and supports partner discussions with questions such as the following: “Are your shoes the same color?” “Do they have the same pattern?” “Are your shoes different colors?” “Do both of your shoes have laces?” and “Which shoes would you wear for running?” After children have had sufficient time to discuss how their shoes are the same and different, the teacher gathers the class and selects two children whose shoes do not match. The teacher identifies similarities and differences in the shoes (ELDS CM 3.1.4). Later in Module 4, Topic A, Lesson 1, the teacher asks children to whisper the name of an object that is really big. The teacher distributes classwork and asks children to draw something that is big. The teacher circulates and asks questions to understand what measurable attributes, including height, length, weight, capacity, number, children consider when naming their object. Such questions include the following: “Can you show me how this is big?” and “How do you know this is big?” Once children have had sufficient time to draw their object, the teacher selects a few

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			children to share their drawings. The teacher chooses children whose ideas about big represent different measurable attributes. In Module 2, activities follow a continuum from less complex to more complex. For example, Topic B begins with basic shape identification and attribute naming (ELDS CM 4.2.4, CM 4.3.4). Then, complexity increases in Topic C when children compose and copy shapes using various materials (ELDS CM 4.4.4). By Module 2, Topic D, children analyze three-dimensional shapes, identify faces, and classify them by motion. In Module 1, Topic D, Lessons 16-19, children count out a group of objects to match a written number from 1 to 5 (ELDSs CM 1.2.4, CM 1.6.4, CM 1.7.4). Later in the module, Topic G, Lessons 31-34, because counting out a set from a larger group requires multitasking, children must remember the target number while saying the number words in order and attending to one-to-one correspondence (ELDS CM 1.6.4). Later in the materials, in Module 5, Topic B, Lessons 6-10, children engage with add to with result unknown stories. Rather than focusing on using addition, children think about the meaning of the story by considering the following questions: "Is something being added? Taken away?" Children use the familiar story structure of beginning, middle, and end to model what happens when they put groups together (ELDS CM 2.3.4).
	Required	**Yes**	Materials spend minimal time on content outside of Louisiana's ELDS. The materials

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	1c) Materials spend minimal time on content outside of Louisiana's ELDS.		primarily focus on content aligned with the ELDS and stay within the age-band expectations. For example, in Module 3, Topic B, Lesson 8, children build a 10-bead rekenrek (ELDS CM 1.2.4). During the lesson, the teacher places materials at each table and instructs children to count out 5 red beads and thread them onto the chenille stem. The teacher directs children to repeat the same instructions for the white beads. The teacher circulates as the children work and uses the following questions to assess and advance the children's thinking: "Do you have enough beads on your rekenrek?" "How do you know?" "How can your fingers help you check?" and "What do you notice about the red and white beads?" As children finish, the teacher encourages them to work together to use their new math tool to show numbers as in the following examples: "One student moves the beads to show a number. Another student says how many beads were moved and how they see the number of beads. One student says a number. The other student shows that number of beads on the rekenrek." This lesson stays within the constraints of the indicator, accurately counting up to ten objects in structured arrangement with one-to-one correspondence. In Module 5, Topic E, Lesson 22, the teacher displays the picture of a pattern. The teacher supports children with identifying both attributes, color and shape, that make this pattern. The teacher circles the pattern unit. The teacher displays the picture of another

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			pattern, and asks children to identify the pattern unit. The teacher circles the pattern unit. The teacher displays the Musical Patterns interactive. The teacher creates the square-triangle-triangle pattern and plays the music. The teacher helps children notice how the sound pattern connects to the shape pattern. The teacher says, “Now, let’s listen to our music pattern again. This time, let’s dance to the pattern! How can we move to the orange square? What movement can we make for the green triangle?” The teacher invites children to suggest movements for each shape in the pattern, such as a clap for the square and a jump for each triangle. The teacher plays the music again as children move to the pattern. As time and engagement allow, the teacher repeats the activity a few more times with children, generating pattern units of 2–4 shapes (ELDS CM 2.1.4). The materials provide a clear vertical and developmental coherence of children building an understanding of sorting. In Module 1, Topic A, children first establish a foundational understanding of the same and different. In Lesson 2, children compare objects using prompts such as, “How are these socks the same?” and “How are these socks different?” along with sample responses such as, “They both have blue. They are both socks.” and “One sock is smaller. One sock has stripes.” This routine is repeated with various objects to ensure children deeply understand the vocabulary terms, same and different. This understanding is extended in

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			Module 1, Lesson 5, Sorting Bags, where children examine sets of objects that vary in color and size. Children respond to prompts such as “What do you notice?” and are encouraged to observe the following: “The shapes are different colors. There are big shapes and little shapes.” Children then consider the question, “How can I sort these shapes into groups?” Working with peers, they apply their understanding by grouping objects based on shared attributes with the following prompts: “Put the same colors together” or “Sort by big and small.” Partner discussions support reasoning and reinforce the idea that objects can be sorted in multiple valid ways (ELDS CM 3.1.4).
Non-Negotiable **2. APPROPRIATENESS OF CURRICULUM MATERIALS AND ACTIVITIES** ☒ Yes ☐ No	**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.	**N/A**	Not applicable for this grade level.
	Required - *Integrated Curriculum Only* **2b)** Materials and activities provide guidance for routines that support the **health and safety** of children.	**N/A**	Not applicable for this grade level.
	Required **2c)** Materials and activities provide both **teacher-directed and child-initiated** experiences (e.g., children receive substantial opportunities to choose interest areas/learning	**Yes**	Materials and activities provide both teacher-directed and child-initiated experiences. The integration of both teacher-directed and child-initiated experiences combines the benefits of structured guidance with the advantages of independent exploration. This balanced

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	centers and activities within each when age-appropriate).		approach provides a comprehensive learning environment that supports children's development by addressing their cognitive and developmental needs. By offering a mix of teacher-directed and child-initiated activities, the teacher promotes confidence in their decision-making while ensuring they receive purposeful and intentional instruction. For example, in Module 2, Topic D, Lesson 15, children watch a short video about bicycles and discuss how wheel shapes affect movement. Then, each child tests a real-world three-dimensional shape to see whether it rolls or slides across a taped line. The teacher leads brief discussions as children test shapes, then guides a stacking activity where children determine which shapes can stack without rolling off. Children use hands-on exploration and class discussion to observe and describe how different shapes roll, slide, or stack. Module 3, Topic D, Lesson 19 extends their rote counting skills. The teacher instructs children to stand with enough space around them to move their hands and feet safely. The teacher states the following: “I want to teach you a new counting dance. I call it the Number Cha-Cha. First, let’s learn the steps. Put one hand out to the side, like this. (Demonstrate.) Then, put the other hand out to the side. (Demonstrate.) Last, make three quick steps for the cha-cha-cha. (Steps in place rhythmically.) Now, let’s put it together! Hand, hand, cha-cha-cha. (Model the dance steps while saying the words.)” The teacher continues until the children seem

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			reasonably comfortable with the steps. The teacher says, “You’re getting good at this! Now this time, instead of saying, ‘hand,’ we will say, ‘1, 2.’ So we will say, ‘1, 2, cha-cha-cha.” Let’s try it!’” The teacher completes the Number Cha-Cha with children. The teacher says the words aloud with children while moving. If children show mastery with this activity, they proceed to the next part. If not, they repeat the activity before proceeding. The teacher uses the same approach noting that they are ready to count to 5. Instead of saying “cha-cha-cha,” they say, “3, 4, 5.” The teacher models the dance and words, adjusting the pace of the movement, as needed, to help children focus on the pattern unit. The teacher asks, “What parts repeated in the patterns we said today?” with anticipated responses, “Hand-hand-cha-cha-cha 1-2-cha-cha-cha 1-2-3-4-5.” In Module 4, Lessons 5–9, children move through a clear progression of comparison tasks that increase in difficulty as learning is gradually released from teacher-led instruction to partner and group work. Each lesson connects to the Key Guiding Question: “How can you tell if an object is taller, longer, shorter, or the same length or height as another object?” Lesson 5 begins as children discuss the difference between various pictures of giraffes, buildings, houses, trees, and flowers before the teacher introduces the vocabulary words, taller and shorter. In Lesson 6, children compare heights with a partner during a scavenger hunt. The teacher states, “Find an object taller than your

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			pencil." Children complete the activity and use aligned endpoints to check accuracy. In Lesson 7, children compare lengths by rolling clay into snakes longer than their crayons and telling partner statements such as, "My snake is longer than my crayon." Partnership work continues in Lesson 8 where children build cube towers and decide whether their stick is longer than, shorter than, or the same length as their partner's stick. Finally, in Lesson 9, children work in groups to draw straws and line them up from shortest to tallest, connecting the activity to the pan flute they learned about. This sequence shows a clear release of responsibility, moving from teacher-guided demonstrations to child-driven comparison tasks that build accurate, age-appropriate measurement skills.
	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.).	**Yes**	Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child. The materials provide opportunities for hands-on approaches that foster deeper conceptual understanding and skill attainment by actively engaging children in their learning process. For example, in Module 2, Topic A, Lesson 4, children each receive a two-dimensional shape. They first examine it and then feel its sides and curves. They participate in a movement-based sort by standing in different areas of the room depending on whether their shape has straight

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			sides, curves, or both. As children sort, the teacher circulates and asks questions about the shapes' attributes, including number of sides, number of corners, and whether the shape has straight sides. Children continue sorting their shapes by additional attributes as time allows. In Module 3, Topic A, Lesson 1, the teacher uses an orange to introduce the concepts of whole and part. Through questions such as, "Can I eat the whole orange at once?" and "What happens when we peel it and eat the slices?" children develop an understanding of how wholes can be separated into parts. Children then transition to using shape tiles to further investigate whole and parts. In Module 4, Topic D, Lesson 15, the teacher distributes a die and a container of cubes to child pairs. The teacher explains how to play the Train Game by using the following directions: "Partner A rolls the die and builds a train to match the number of dots shown. Partner B rolls the die and builds a train." The teacher prompts partners to use the lengths of their trains and the number of cubes in each train to compare their trains. The teacher supports making a connection between number and length by saying comparison sentences such as, longer than, more than, shorter than, fewer than, the same length as, and the same number as.
	Required **2e)** Materials and activities provide frequent opportunities for children to make **meaningful connections to their own knowledge and**	**Yes**	Materials and activities provide frequent opportunities for children to make meaningful connections to their own knowledge and experiences and allow them to demonstrate an

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	experiences, allowing them to demonstrate an awareness of themselves as individuals and as members of a family and community.		awareness of themselves as individuals and as members of a family and community. Hands-on experiences encourage physical engagement and collaboration with peers, allowing children to build important community-building and interpersonal skills. Additionally, family extension projects provide opportunities for children to extend their learning beyond the classroom and apply mathematical ideas to their everyday lives, strengthening the home–school connection and reinforcing real-world relevance. The Teacher Guide includes Embedded Language Supports strategies to support all children in developing mathematical terminology and engaging in mathematical discourse. For example, in Module 1, Lesson 11, a Language Support suggests that the children compare a card showing some leaves to a card with no leaves to support their understanding of 0. As they discuss the cards, children use words such as no, none, aren't any, and zero to describe the quantity. In the same lesson, the sidebar support calls for the teacher to use strategic, flexible pairings throughout the module based on children's mathematical and English language proficiency. Module 6 includes three project-based learning experiences. These projects promote a collaborative, hands-on classroom environment that supports both math understanding and the development of interpersonal skills, such as cooperating and problem-solving with peers. Project A, Create a Business, invites children to collect data and

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			information about local businesses and use this knowledge to create their own classroom business. This project allows children to become familiar with businesses within the community and supports children in counting, sorting, recognizing, and writing numbers, while also encouraging imaginative play and peer collaboration. Materials provide strategies for supporting struggling learners or children with exceptionalities. For instance, guidance suggests that teachers help children manage their feelings and actions if their preferred business is not chosen, promoting self-regulation skills.
	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.	**Yes**	Materials and activities incorporate a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention. The materials incorporate whole-group instruction during Launch, Learn, and Land activities, providing a structured framework for the gradual release of learning and responsibility. This approach ensures that children receive clear guidance and support while gradually taking ownership of concepts. Observational assessments are embedded throughout the materials, allowing teachers to monitor understanding and provide individualized support tailored to each child's needs. For example, in Module 2, Topic B, Lesson 7, pairs of children move to an open space with large drawings of triangles, rectangles, and square rectangles, with one

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			shape assigned to each pair. Each pair receives an object to mark their starting point and stands beside their shape to count its straight sides and name it. The teacher moves from pair to pair, asking children to identify their shape and restating the definition as needed. Children then hop from corner to corner to count how many corners the shape has, placing their cube at the starting corner and taking turns to compare their counts. As time allows, pairs select different shapes and repeat the process of identifying and counting sides and corners while the teacher circulates to support their work. In Module 3, Topic D, Lesson 22, children watch a video of a stoplight to identify a pattern by predicting what color comes next. Then, the teacher says, “Let’s show the stoplight pattern for people who can’t watch the video.” The teacher introduces children to the stations and explains, “You get to choose how to show the stoplight pattern by using the things at one of the stations.” The teacher asks, “What’s the stoplight pattern?” Anticipated responses from children include the following: “Green-yellow-red;” “Yellow-red-green;” and “Red-green-yellow.” The teacher invites children to move to the station of their choice and circulates as children work to ensure they are modeling the pattern. Questions and prompts to assess and advance child thinking include the following: “Tell me about your pattern.” “What will come next in your pattern?” “How will you show that in your model?” and “How can you keep the pattern

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			going?" As time allows, once children have modeled the pattern, the teacher facilitates a gallery walk or invites a few children to share their representations. In Module 5, Topic A, Lesson 5, children work in small groups to apply number sequences to tell math stories. The teacher reads the story, *Baby Goes to the Market*, and highlights examples of mathematical concepts within the story, such as adding or subtracting items. Children then collaborate in groups to demonstrate understanding by answering questions such as the following: "There are 3 pieces of fruit on the top shelf. Add one more piece of fruit. How many pieces of fruit are on the top shelf?" The teacher circulates to check for individual understanding, providing guidance and support as needed.
Non-Negotiable **3. QUALITY OF CURRICULUM MATERIALS AND ACTIVITIES** ☒ Yes ☐ No	***Applicable to Ages 0-3*** **Required - *Integrated Curriculum Only and Language and Literacy Curriculum*** **3a)** Infant and toddler **language and early literacy development** is emphasized through resources and activities that support (where age-appropriate): • 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;	**N/A**	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	• 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). ***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: • 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;		

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	• 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.		

	Required - *Integrated Curriculum Only*
	3b) Cognitive development and executive functioning are emphasized, where age-appropriate, through resources and activities that support the following:
	• Understanding of basic concepts outlined in the "Cognitive Development and General Knowledge" domain of the Standards:
	  ○ Mathematics
	  ○ Science
		N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	○ 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.		
	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: ● 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.	**Yes**	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. For example, Module 1, Topic G, Lesson 31, the teacher distributes a set of 10 objects in a bag and Match cards 5–10 to each child or child pair. The teacher invites children to stack their Match cards number side up. The teacher instructs children to pull a card and count out a group of objects to match the number on the card. When finished, children verify their count with a partner and then place the objects back into the bag and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	• Shapes and Spatial Relationships: Activities and materials allow children to identify shapes and describe their properties. Additionally, materials and activities **align with the domain of "Mathematics"** outlined in Louisiana's ELDS and adhere to the following indicators of quality: • 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.		choose a new card. The teacher circulates as children count. The teacher asks the following questions to assess and advance child thinking: "Does the number of objects in the group match the number on the card? How do you know?" "How did you know when to stop counting?" and "Let's put your objects in a 5-group. Does the number of objects still match the number on the card?" In Module 3, Topic D, Lesson 20, the teacher displays the Missing Pattern Piece interactive. The teacher clicks to remove a piece of the pattern and says, "A piece of the pattern is missing! How can we fix the pattern?" The teacher provides children time to share out and prompts children to be precise when identifying the missing piece. For example, if a child says, "circle," the teacher would then ask, "Which circle?" emphasizing the importance of both shape and color to ensure the pattern repeats. Using the interactive, the teacher invites a child to complete the pattern and explains why the piece fits and continues to repeat the process with additional sequences. In addition to strong alignment and clear instructional support, the materials emphasize hands-on, play-based exploration that allows children to internalize mathematical concepts through meaningful experiences. Lessons frequently incorporate manipulatives, real-world objects, visual models, and peer-to-peer interaction to strengthen conceptual understanding. The teacher encourages children to discuss their thinking, compare strategies, and solve

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			problems collaboratively, helping them build number sense and mathematical language in authentic ways. For example, in Module 4, Topic C, Lesson 10, the teacher introduces the terms, heavy and light, with the following prompt: “When you feel the book pressing down on your hand, you are feeling the weight of the book. Objects that weigh a lot and are hard to lift are heavy.” The teacher continues, "Objects that you can barely feel in your hand, such as the feather, are light." The teacher circulates and supports children with the language, as needed, providing them with a comparison statement, asking them to use objects heavier than, and lighter than. Later in the module, in Lesson 12, these terms are further reinforced as children walk around the room and find an object that is heavy and light. Children discuss with their partners about heavy and light objects and then use the balanced scale to verify their thinking.
Non-Negotiable **4. ACTIVITIES/ MATERIALS SUPPORTING FAMILY ENGAGEMENT** ☒ Yes ☐ No	**Required** **4a)** Materials provide a variety of **family engagement** activities to strengthen children’s learning and development, including but not limited to: • Aligned activities; • Virtual portals; • Stories/books; and • Learning extensions to complete at home.	**Yes**	Materials and activities provide a variety of family engagement activities to strengthen children’s learning and development. All of the topics within each module include Family Math newsletters that inform families what the children will learn in the topic, words children will learn, and At-Home Activities to support child learning. Notations on lessons indicate to the teacher ways to include family as part of the child’s learning opportunities. For example, in Module 2, Topic D, The Family Math newsletter explains that children will learn to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			describe three-dimensional shapes by exploring how they stack, roll, slide, and stamp. Further guidance notes that, at this stage, children may use familiar words such as ball for sphere or can for cylinder rather than formal shape names. The letter encourages families to engage in At-Home Activities, including reading the mini-book, *What Is This?* and asking children questions about the shapes they see. Another suggested activity invites children to stack blocks and everyday three-dimensional objects like tissue boxes, soup cans, cardboard boxes, and party hats while discussing what happens when they place shapes on top of one another and why some shapes are harder to stack. The letter also provides visual examples of shapes children explore, including cylinders, cones, spheres, pyramids, rectangular prisms, and cubes, along with their basic features. In Module 5, Topic D, the Family Math newsletter explains that children will learn to solve simple subtraction problems and use number sentences to show their thinking. Furthermore, the letter notes that the children will model subtraction stories using a beginning, middle, and end structure to show what happens when part of a group is taken away and that they use objects, fingers, and drawings to represent the action of taking away. The letter then states a matching number sentence, such as “5 take away 1 is 4.” The letter encourages families to create subtraction stories during daily routines and to read the mini-book, *Subtraction Stories,*

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			together, discussing what happened in each story and how many remain. The letter also describes how children practice forming subtraction number sentences and includes examples to show how taking away results in a smaller group. Additionally, Module 6 includes projects designed for children to playfully engage with math content. For example, in Topic A, Project A, children learn about different types of businesses in their community, and they create a class store. Children explore and apply math concepts as they gather, sort, and count items for a classroom store. Families are encouraged to participate by donating items for the class store.
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. ☒ Yes ☐ No	**Required** **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.	**Yes**	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. Lessons include recommended pacing and instructional time to support effective planning and delivery. Organized into six modules, topic bands within each model provide lessons, objectives, standards, materials, assessments, family letters, and various videos and resource pages. The Year-at-a-Glance clearly outlines the modules, topics, and lessons and explains how each connects to the standards. Guidance

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			within the Teach books introduces teachers to how the deeper instructional dives align with the overarching objectives for the year. For example, in Module 2, Shapes, guidance explains to teachers what children learned previously, the focus of the upcoming module, and the essential knowledge children will need for future learning. The Why section helps teachers understand the purpose of instruction, such as, “Why do students explore many examples of two-dimensional shapes in this module?” At the start of each topic, lesson labels include Launch, Learn, and Land, outlining the teacher’s role as a facilitator of learning and demonstrating how children’s knowledge is built. Recommended teacher language is highlighted in bold, while suggested child responses are presented in blue for easy reference. In Module 2, Lesson 1, teachers begin with a read aloud of *Rosie’s Walk*, by Pat Hutchins. The Teach book provides questions to ask children throughout the read-aloud such as, “What do you notice?” “Where is Rosie?” and “Where is the fox?” The lessons integrate partner work and small-group activities within the Universal Design for Learning (UDL) support. For example, the materials suggest an engagement activity such as taking the class to the playground to model positional words, offering children a meaningful and engaging way to practice new vocabulary.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **5b)** Suggested materials and activities appeal to **children's interests** in order to deepen motivation, enjoyment, and learning.	**Yes**	Suggested materials and activities appeal to children's interests in order to deepen motivation, enjoyment, and learning. Materials incorporate physical movement, opportunities for conversation, and hands-on activities. Embedded videos and stories also engage children. For example, in Module 5, Lesson 6, the teacher begins by asking children to whisper something they know about dinosaurs to a neighbor. The teacher displays the Math Stories Prehistoric Scene interactive to model the following story, "3 dinosaurs are splashing in the pond. 2 more dinosaurs come to splash in the pond." The teacher asks children to help model the story by using the interactive. The teacher asks, "Let's count to see how many dinosaurs are in the pond now. 1, 2, 3, 4, 5. There are 5 dinosaurs in the pond now." The teacher then distributes the Prehistoric Scene removable and Unifix Cubes to each child. The teacher tells another math story, pausing after each sentence to let children count out and move their cubes. The teacher asks children, "Let's pretend our cubes are dinosaurs. 4 dinosaurs are splashing in the pond. 1 more dinosaur jumps into the pond. How many dinosaurs are in the pond now? How do you know?" Sample child responses include the following: "5. I counted all the dinosaurs." "I put the dinosaurs together. 4." and "1 more is 5." In Module 5, Lesson 5, Math Market, the story *Baby Goes to Market* provides a real-life connection between math and everyday experiences. The teacher asks the children,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"What do you do when you go to the market with your family?" allowing them to discuss this familiar topic with their teacher and classmates. Digital tools further enhance the learning of the story and the foundational math concept of counting. With the Math Stories Market Scene Interactive, children move pieces of fruit on and off the fruit stand shelves electronically. As they do so, they count one more or one less piece of fruit, ultimately determining how much fruit remains.
	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). 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.	**Yes**	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. Activities in the materials include puzzles and blocks, aiding in problem-solving and understanding physical and spatial relations. For example, in Module 1, Lesson 17, the lesson begins with the teacher passing out a bean bag to each child and saying, "We are going to play bean bag toss. Let's toss bean bags into each hoop to match the number. The number tells how many bean bags go in each hoop." The teacher facilitates children tossing their bean bags into a hoop. Each child tosses one bean bag into a hoop until the hoops have the number of bags that match the written number. The teacher pauses during the game to have children share about the written numbers and quantities in each hoop. The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			teacher says, “Whisper to your neighbor: Which hoops need more bean bags?” and “Whisper to your neighbor: Which hoops already have enough bags?” The class continues playing the game until everyone has thrown their bean bag. When the activity is finished, the teacher asks, “What did the numbers in our game tell us?” “How many bean bags go in the hoops?” and “If I took all the bean bags out of this hoop, would you still know how many we threw in that hoop?” The teacher models by removing the bean bags in hoop 2. Sample child responses include the following: “Yes, the number tells us.” and “The 2 tells me.” In Module 5, Lesson 19, children focus on visualizing subtraction story problems. Children listen to a story involving dinosaur eggs and are prompted to close their eyes and create a mental image of what is happening. The teacher uses the Dinosaur Egg interactive to model the story and asks children to describe what they saw and what happened in the story. Children identify the starting quantity, the action of taking away, and the remaining amount by answering structured questions such as the following: “How many eggs are in the nest?” “What happened next?” and “How many eggs remain?” Children show their thinking using fingers to represent subtraction and count down from the original amount. The teacher models counting strategies and records child responses. The lesson progresses through multiple story problems with increasing complexity by

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			changing the starting number and the number taken away. In the How Many Now? activity, children work in partner pairs using the Pizza Party game mat. One partner counts toppings and confirms the count, while the other partner removes toppings one at a time. Partners alternate roles, recount remaining toppings, and repeat the process. Children explain how they determined how many toppings were left after each subtraction. Materials include game boards, counters, and visual supports. Teachers circulate to observe child actions, counting behaviors, and explanations as they visualize subtraction, remove objects, and determine remaining quantities.
	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.).	**Yes**	Materials are available in appropriate formats and a variety of modalities. The materials include hands-on manipulatives, online tools such as videos, slides, and digital storyboards, as well as books for teachers to read, which can be purchased separately or accessed digitally. The children's Learn books provide mats where manipulatives can be used to create math stories, supporting concrete understanding of mathematical concepts. These tools enable teachers to differentiate instruction and meet the diverse learning needs and styles of all children, supporting engagement, exploration, and conceptual understanding. For example, in Module 2, the lesson includes materials presented in a variety of ways to help children learn to identify shapes. Such materials include

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			photographs of interesting buildings and objects along with the slideshow, Put the Parts Together. This slideshow demonstrates how different shapes can combine to form larger shapes or objects, For example, a triangle and a square can become a pentagon when added together. In Module 3, Topic E, Lesson 21, the teacher displays the Pattern Ropes interactive. The teacher asks, "What pattern do you see? Whisper your answer to a neighbor." The teacher focuses children' attention on numbers. The teacher says, "I notice a number pattern. What is the pattern unit, or the part that repeats?" The teacher uses the interactive to extend the pattern and then invites children to recreate the pattern or to create their own providing materials such as chenille stems, yarn, Unifix Cubes, beads, and paper.
6. ASSESSMENT AND SUPPORT FOR ALL CHILDREN Materials offer assessment opportunities that accurately and appropriately measure progress. ☒ Yes ☐ No	**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).	**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 materials include lesson-aligned opportunities to monitor child learning, with guidance embedded within activities to support observation, documentation, and reflection. The materials provide a variety of growth and proficiency assessment methods, including ongoing observational prompts, anecdotal notes, and structured assessment opportunities. For example, in Module 2, Topic C, Lesson 11, the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			teacher displays several shapes for children to build. As children build their shapes, the teacher circulates and asks the following questions: “How do you build a square rectangle? A circle? A rectangle?” “Which materials were good for building a circle?” “Which were not?” “How do you know?” and “What is different about the square rectangle and the rectangle?” The Teach book provides an Observational Assessment with the question, “Are children able to use their materials to build the shapes that are shown?” In Module 3, Topic A, Lesson 5 provides opportunities for assessment through instructional activities focused on decomposing the number 5 into different parts. Children engage with dot cards to identify how many dots they see and explain how the dots are composed. The teacher prompts children to show responses using hand signals and verbal explanations, then records and restates child thinking as number sentences. Assessment occurs through repeated questioning and observation as children describe how they see the dots and identify combinations that make 5, such as 4 and 1, and 3 and 2. The teacher gestures, sees, and records child explanations and connect them to written number sentences. The lesson includes opportunities to repeat this process with multiple dot card representations. The Forest Path Game provides additional assessment opportunities through a structured routine. Children shake and drop two-color

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			beans, count the total, and then count each color separately. Children move teddy bear counters along the path to represent quantities and record the numbers. Teachers observe children as they count, represent quantities, and identify the parts that make the total of 5. The materials provide guidance for how children may demonstrate understanding. Children use manipulatives, movement of counters, verbal responses, and recorded numbers. The lesson includes visual supports through dot cards, counters, and the Forest Path game board. Children place number combinations on sticky notes and match them to written numbers. Instructional settings include whole-group instruction, partner work, and independent practice. Children work in pairs during the Forest Path Game and have opportunities to play the game independently. Materials such as dot cards, teddy bear counters, and two-color beans support multiple representations of number decomposition. Assessments are conducted through teacher observations during small-group instruction and through individual interviews when needed. For example, in Module 4, Topic A, Lesson 3, Explore Capacity, children compare more and less, and the Observational Assessment directs the teacher to “watch and listen to children test the containers” and determine whether they can describe each containers’ capacity. In contrast, Module 4, Lesson 7, Compare Lengths, requires individual responses as children

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"describe and compare the length of the crayon and the length of the clay snake."
	Required **6b)** Assessment occurs frequently to **ensure** that current knowledge of each **child's development is accurate**.	**Yes**	Assessment occurs frequently to ensure that current knowledge of each child's development is accurate. The materials include clear assessment guidance, and formative classroom assessments connect to Key Guiding Questions, aligned to specific standards. Assessments, closely aligned with standards, build incrementally throughout the year, keeping end-of-year objectives in mind. For example, in Module 3, Parts and Patterns, the Observational Assessment includes the following developmental progressions: "count forward to 20 and backward from 5;" "identify, without counting, the number of objects in a group of up to 5 objects;" "count to answer how many questions about as many as 10 objects arranged in a line, a rectangular array, a circle, or a scattered configuration;" "count out a given number of 1–10 objects from a larger group;" "compose shapes to form other shapes, pictures, or designs;" "decompose numbers within 5 into parts in more than one way by using objects or pictures;" and "recognize, duplicate, extend, and create repeating patterns." Performance levels include Partially Proficient (PP), Proficient (P), and Highly Proficient (HP). Module 4, Lesson 17, the teacher circulates and notes how children organize, count, compare, and record their collections. After children count their own collection, the teacher invites them to compare

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			how many objects they have with how many objects are in their partner's collection. The teacher encourages children to compare collections using the words more than, fewer than, and the same number as. The teacher uses the following questions to assess and advance child thinking: "How many?" "Can you count your collection again so I can listen to you count?" "Who has more?" "Who has fewer?" "How do you know?" and "How does your drawing show who has more and who has fewer?" The teacher also collects written representations to review as formative assessments after the lesson. Each Teach book includes a Before this Module section and an After This Module section, noting previous knowledge the children have before starting the module and what the children should know and be able to do after the module, supporting teachers in determining whether the child's development is accurate. Additionally, each Teach book also provides a Developmental Progressions section that indicates the expectation for most children within age bands. Each progression includes an objective, the age or age band, the modules, and the developmental expectations. For example, in Module 3, one of the tables includes the objective, "Identify, without counting, the number of objects in a group of up to 5 objects (i.e., subitize)," aligning with ELDS CM 1.4.4. The table notes that in Module 1, children 3-4 years old should be able to name groups of 1, 2, 3, 4, or 5 objects without counting, such as

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			looking at a picture with 4 dogs and saying "four" or showing four fingers. By the end of Module 3, children should be able to identify the total by composing smaller quantities, such as looking at a picture with 5 dogs and saying, "3 brown dogs and 2 white dogs, 5 dogs!"
	Required **6c)** When assessing child progress, **appropriate suggestions and sufficient instructions** are provided to support the varying developmental levels of children. Examples may include: • 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.	**Yes**	When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. The materials provide varied support, such as supportive language, non-verbal cues, and open-ended questions. For example, in Module 1, children are introduced to the core ideas about counting, collectively referred to as the number core. On the Module 1 assessment, children integrate these elements as they explore the strategies of touch and count and move and count to help them determine how many regardless of the arrangement. For example, the teacher states, "Place 4 teddy bear counters in your hand. Open and close your hand quickly. "How many bears are there?'" Additionally, guidance is provided for children that are unable to answer the question, "If the student is unable to answer without counting, try again with fewer bears." Guidance also states, "If a student does not recognize a number, say, 'this is a 6.'" The materials provide additional scaffolds during testing, if needed, for struggling children, such as "How can we sort these bears?" If the student cannot answer, the teacher should

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			prompt children to, “Sort the bears by color.” Module 5, Lesson 5 engages children in using the number sequence to determine how many objects there are when one is added or taken away in math stories. Children interact with the Market Scene and use fruit counters to model story problems. The teacher presents scenarios in which fruit is added to or removed from shelves and prompts children to count how many pieces of fruit are on a shelf before and after the change. Children respond by counting objects, using counters, and stating how many there are now. Children create and share their own math stories within the context of the market scene using numbers that extend beyond simple add-to or take-from situations. The lesson includes repeated practice with 1-more and 1-less story problems and later highlights the connection between 1-more or 1-less and the count sequence. Teachers circulate and ask structured questions about what happens next, what changes when fruit is added or taken away, and how many items remain. Observational assessment focuses on whether children can count out a given number of fruits and whether they can represent addition and subtraction using counters. Evidence of understanding is gathered through child counting, manipulation of counters, verbal explanations, and participation during whole-group and small-group problem solving. In Module 6, Project A, children work together to create a business for a new play area in the classroom. Through this

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			project, children make connections and apply mathematical concepts and skills, such as sort items, use cardinality, count to match a number, and identify written numbers. The teacher assigns roles such as cashier, shelf stocker, and customer. The teacher provides the customer with a wallet containing pennies, such as an envelope, small pouch, or bag. The teacher guides the first group of children to role-play in the store while the rest of the class watches. The teacher repeats with a new set of children until everyone has had a chance to play one of the roles. Once the business is open for independent play, the teacher continues to observe for two to three weeks. The teacher uses the following assessing and advancing questions: “How did you sort the items to put on the shelves?” “How many pennies do you have?” “Which items do you have enough pennies to buy? How do you know?” and “Did the customer give you the number of pennies shown on the tag?” The marginal notes in the Teach book provide the following teacher note: “Differentiation: Challenge: Encourage students who are ready to add to find the total cost of their items before arriving at the checkout.” The Teach book includes an Observational Assessment note in the margins. As children play in the store, the teacher determines if they are able to: “count out the correct number of pennies shown on a tag?” “count a group of pennies and use the last number to tell how many pennies there are?” “identify the number of pennies in a group

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			without counting?" and "place a tag next to a group with the correct number of pennies?" A Language Support suggests that as children role play, "support them with verbal sentence starters" such as 'That costs ___ pennies' and 'Please help me organize ___ on this shelf.'" A Teacher Note suggests that "Students may be ready to write numbers on the price tag. They can trace the existing number or write their own numbers on the blank price tags. If children are writing their own numbers, consider drawing a dot to mark the spot where they should start."

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 Quality[3]	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 Cognitive Development and General Knowledge: Mathematics domains of the Louisiana Birth to Five Early Learning and Development Standards (ELDS). Materials and activities present a logical and coherent progression of complexity over time. Materials spend minimal time on content outside of Louisiana's ELDS.

[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
	2. Appropriateness of Curriculum Materials and Activities	**Yes**	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.
	3. Quality of Curriculum Materials and Activities	**Yes**	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.
	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 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. 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. 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.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

[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.