

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. Teachers of infants and toddlers play a critical role in developing relationships through high-quality interactions and observational skills in order to support their learning and developmental process. Additionally, a high-quality curriculum enables the teacher to cultivate an environment and set 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-5.

Title: **Connect4Learning: The Pre-K Curriculum 2nd Edition**

Age Levels: **Four to Five**

Publisher: **Kaplan Early Learning Company**

Copyright: **2020**

Curriculum Type (Language/Literacy, Math, Integrated¹): **Integrated**

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

[Tier I](#), [Tier II](#), [Tier III](#) Elements of this review:

STRONG	WEAK
1. Content Within the Parameters of the Standards (Non-negotiable)	
2. Appropriateness of Curriculum Materials and Activities (Non-negotiable)	
3. Complexity of Curriculum Materials and Activities (Non-negotiable)	
4. Quality of Curriculum Materials and Activities (Non-negotiable)	
5. Activities/Materials Supporting Family Participation (Non-negotiable)	
6. Implementation Format of Materials and Activities	
7. Assessment	
8. Scaffolding and Support	

¹ **Integrated Curriculum:** Resources designed to help children gain knowledge and skills in a variety of developmental areas and make connections across those areas. For the purpose of this review, to meet the criteria for an “Integrated Curriculum”, resource(s) must cover each domain of the [Louisiana Birth to Five Early Learning and Development Standards](#) (e.g. include Approaches to Learning, Cognitive Development and General Knowledge, Language and Literacy Development, Physical Well-Being and Motor Development and Social-Emotional Development)

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

- Review the **required**² Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criterion 2. Materials must meet **Non-Negotiable** Criteria 1 and 2 for the review to continue to **Non-Negotiable** Criterion 3. Materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to **Non-Negotiable** Criterion 4. Materials must meet **Non-Negotiable** Criteria 1-4 for the review to continue to **Non-Negotiable** Criterion 5. Materials must meet all of the **Non-negotiable** Criteria 1-5 in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue to Section II.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

Tier 1 ratings receive a “Yes” in Column 1 for all Non-negotiable indicators AND Additional Indicators of Quality.

Tier 2 ratings receive a “Yes” in Column 1 for all Non-negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality.

Tier 3 ratings receive a “No” in Column 1 for one or more of the Non-negotiable indicators.

² **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criterion 2. Materials must meet Non-Negotiable Criteria 1 and 2 for the review to continue to Non-Negotiable Criterion 3. Materials must meet Non-Negotiable Criteria 1-3 for the review to continue to Non-Negotiable Criterion 4. Materials must meet Non-Negotiable Criteria 1-4 for the review to continue to Non-Negotiable Criterion 5. Materials must meet all of the Non-negotiable Criteria 1-5 in order for the review to continue to Section II.			
1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards . <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 while fostering integration of development across domains (i.e., address each of the domains listed below): <ul style="list-style-type: none"> • Approaches to Learning; • Cognitive Development/General Knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies; • Language and Literacy Development; • Physical Well-Being and Motor Development; and • Social-Emotional Development. 	Yes	A large majority of materials and activities provide substantial opportunities and experiences for students to meet the Louisiana Birth to Five Early Learning and Development Standards while fostering integration of development across domains. The materials often ask students to explain their thinking or justify their answer to a question, thus demonstrating their approach to learning. Students draw on everyday experiences and apply knowledge to tasks and learning within the classroom. In Unit 1, Week 2, Day 2, students explore making pictures with dots following a reading of <i>Ten Black Dots</i> . The teacher challenges students to make a picture using four black dots (or another amount) and to describe their pictures (i.e., “a car with four wheels”) requiring students to demonstrate creative thinking when using materials, solving problems, and/or learning new information. Unit 3, Exploration Station challenges students to engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world by reconstructing boxes that have been

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			<p>folded flat. Students may also create buildings using the boxes, along with a variety of found items, such as bottles, cans, and paper tubes and various art supplies. Students develop Cognitive Development/General Knowledge through daily lessons and center activities. The Teacher Handbook highlights that the materials begin with sequences of science and math topics corresponding to the unit themes and daily lessons. For example, in Unit 5, Week 3, Day 1, students engage with the read-aloud text, <i>An Earthworm's Life</i>, while learning about the life cycle and Earth's resources (CS3). Students learn about worms, journal about seeds, and practice using the letter <i>W</i> in teacher-directed lessons. Language and literacy standards are addressed during daily read aloud, small groups, Fast Focus activities, and learning centers. In the Unit 2, Writing Center, students develop familiarity with writing implements, conventions, and emerging skills to communicate through written representation, symbols, and letters (LL7) by creating invitations for inviting their peers to play. In Unit 5, Week 5, Day 3, during a read aloud of <i>Little Red Hen Makes a Pizza</i>, the teacher pauses periodically to discuss the problems the little red hen experiences and asks students to make predictions about how the problem might be solved. Materials</p>

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			<p>and activities also foster Physical Well-Being and Motor Development. Unit 5, Learning Centers, Writing Center lists a variety of activities to encourage writing practice and exploration. Flour Power, another center activity, includes a play dough recipe, which provides opportunities for play and hand strengthening. Unit 5, Week 1, Day 2, Fast Focus includes a whole-group activity in which students squat down as if they are seeds being planted, then jump up as if they have sprouted and grown into flowers, embedding large motor development within the unit activities. Each unit in the materials contain focused social-emotional activities to introduce specific social skills. For example, Unit 2 focuses on social problem solving, which helps students to develop healthy relationships, foster appropriate interactions with peers and adults, and regulate attention, impulses, and behaviors. In Unit 2, Week 1, Day 3, students discuss the steps to solve a social problem, such as two people wanting to play with the same toy. The teacher introduces solution cards: Wait and Take Turns and Ask Nicely. Students decorate their Solution Suitcases and add those solutions to their own suitcases, as well as the class solution suitcase. In Unit 5, students learn about emotions. During Unit 5, Week 1, Day 3,</p>

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			students create self-portraits of different emotions and identify potential causes of those emotions, helping students to identify and regulate their own emotions.
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) Materials and activities focus on responsive caregiving, relationships and emotional connection.</p>	<p>Yes</p>	<p>Materials and activities focus on developing relationships and emotional connections. For example, on the first day of school, Unit 1, Week 1, Day 1 includes the game I Spy New Friends. The goal of this game is for students to learn each other’s names, which helps students establish healthy relationships and encourages interactions with not only adults, but with their peers, as well. The Learning Through Social-Emotional Experiences section of the Teacher’s Handbook explains that Unit 2 focuses on problem solving. In this unit, students learn to recognize and solve problems using the Solution Suitcase, a “conceptual tool that offers them help in solving social problems.” The Solution Suitcase guides students as they practice “problem solving, figuring out, and cooperating” with their peers in order to solve problems rather than interacting with the teacher as the only means for a solution. The materials incorporate social-emotional lessons at least once per week, which focus on key skills for building relationships and creating peer-to-peer connections. For example, Unit 4’s Social-Emotional Lessons focus on emotions, specifically students’ ability to</p>

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			<p>recognize emotions in themselves and in others. In Unit 4, Week 3, Day 3, students practice recognizing emotions following a reading of <i>Rex Wrecks It!</i> The teacher uses the book to open discussion about possible solutions to problems by asking students to “name the troublesome actions that Rex took” and to “describe the solution the characters find for playing with Rex and including him in their building.” students then discuss how they think Rex feels and identify possible solutions that might work for Rex. The materials prompt the teacher to discuss the book and to elicit responses from the class for possible solutions when similar problems arise within the classroom setting. While the materials include opportunities for the teacher to facilitate relationship building and emotional connections between peers, evidence of building relationships and emotional connections between the teacher and students is minimal.</p>
	<p>Required 2b) Materials and activities provide guidance for routines that support the health and safety of children.</p>	<p>Yes</p>	<p>Materials provide guidance for routines that support the health and safety of students. Students develop appropriate health and hygiene skills as they engage in lessons throughout the materials. In the Unit 1, Week 1, Day 1, Connect Lesson, the teacher introduces students to their classmates and instructs them to work cooperatively with their peers. The teacher also models initiating</p>

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			<p>interactions with peers and students. Then students play How Many Are Here Today? by passing a ball or other soft object to the child beside them, repeating until every child receives the object. The teacher monitors for safe and amiable interactions between students. The Connect Lessons for Days 2-3 and the Day 4, Read-Aloud Lesson review this behavior throughout the week. The teacher reads <i>Our Senses</i> by Kari Cornell and encourages students to “ask questions and to make their own connections throughout the book.” Students take turns asking questions, while other students patiently listen and wait their turns. In Unit 2, Week 4, Day 4, Small Group Lesson: Don’t Waste That Water! students respond to the question, “What do we do to keep our teeth healthy?” During the activity, students pretend to brush their teeth. The teacher asks, “What are the steps for brushing our teeth?” and “What should we pretend to do?” Students list the steps to brush their teeth as the teacher records the steps in sequential order on chart paper. Guidance includes recommendations for teachers, such as “if students make suggestions that are not accurate, ask questions to guide them to the correct sequence of steps.” Teacher guidance also suggests that teachers use ordinal language (first, second, next, etc.) when possible and</p>

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			<p>encourage safe behaviors. For example, in Unit 1, Week 1, Day 3, Connect Lesson: Expectations Review and Friendship Wiggle, teacher guidance recommends preparing for the activity ahead of time. The Ahead of Time box directs teachers to “Use painter’s tape to mark off an area on the floor as the designated movement area for Connect time.” During the activity, the teacher tells students that they “...are going to play a game called Friendship Wiggle...Be sure to stay inside the taped area.” The teacher reminds students that they should stay safe by using friendly touches when playing and shows the class the friendly touches visual. Students then identify friendly touches prior to beginning the activity. In Unit 1, Week 2, Day 1, Connect Lesson: Two Arms Wave, the teacher begins by explaining that the activity will require movement and that everyone will need space to move around, stating “Today we are going to move our bodies to show numbers. To be safe during this activity, find a space where you will not touch a neighbor.”</p>
	<p>Required 2c) Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children are given substantial opportunities to choose interest areas/learning centers and activities within each).</p>	<p>Yes</p>	<p>Materials and activities are provided through both teacher-directed and child-initiated experiences. The Teacher Handbook provides a sample schedule for a full day program consisting of 120 minutes of teacher-directed instruction spaced out in 20-minute increments</p>

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			<p>throughout the day. The sample student schedule consists of 130 minutes of student-led exploration and includes two hours of center time, 35 minutes of outdoor free play, and 55 minutes of free-choice time. Teacher-directed activities include many opportunities for students to share their thoughts and ideas. For example, in Unit 1, Week 2, Day 2, the teacher reads <i>Animal Alphabet</i> and explains that students will be “detectives” and make predictions about which animals will be on the next pages. Materials instruct the teacher to reinforce science vocabulary by using words such as predict and observe. Teachers draw students' attention to the letters and their sounds in order to increase students' abilities to attend to letters and sounds of the alphabet. The teacher also emphasizes the connections between each letter and the animal illustrated on the page. After reading, students make their own versions of a page from the book by cutting out images or drawing pictures of the animals they choose. In Unit 4, Week 3, Day 1, students pretend to be dinosaurs as they focus on repeating patterns. The teacher introduces the first chant, “Dinosaur, stomp, stomp, ROAR!” and repeats it three times before inviting students to chant along. The students pretend to be dinosaurs by following and repeating the dinosaur</p>

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			<p>chant. The teacher changes the chant and repeats the process. On Day 2, students learn more about patterns. The teacher demonstrates an <i>ABB</i> clapping pattern and repeats the pattern three times. Students then clap the same pattern. In the Connect Center, students continue to explore patterns by choosing from various pattern strips featuring shapes, colors, or other objects to create their own patterns. The Choice Center also includes pattern blocks to extend students' learning. In Unit 5, Week 1, Day 1, the teacher leads observation and discussion of various plant seeds while students describe and compare/contrast the seeds. During center time, students continue exploring the seeds, use them in counting games and creating collages with them.</p>
	<p>Required 2d) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child (i.e., does not support practice through the use of worksheets, etc.).</p>	<p>Yes</p>	<p>Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child. Center time with connected practice and hands-on activities allows students choice and opportunities for self-initiated learning. The daily schedule includes Connect lessons and Fast Focus which are specifically designed to utilize game play and hands-on activities to reinforce previously acquired skills. In the Unit 3 Teaching Manual, the Learning Centers section lists and</p>

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			<p>describes suggestions for learning opportunities based on the theme and weekly objectives. For example, the Shape Constructions activity introduces clay and coffee stirrers in the construction area, along with pictures of bridges, all to encourage students' bridge-building skills development. This is a hands-on, investigative, student-choice, STEM activity. In Unit 2, Week 4, Day 1, Fast Focus, students and teachers play a hand-clapping game in which they quantify the number of claps. This activity also requires memory and listening skills, as the students attempt to recreate the teacher's clap pattern. In Unit 6, Week 1, Day 1, Connect, students play a game in which they use their fingers to practice decomposing numbers. The teacher presents challenges such as "show 8 without using your thumbs" and provides students the opportunity to demonstrate their knowledge of representing numbers up to ten.</p>
	<p>Required 2e) Materials and activities are included that are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms.</p> <ul style="list-style-type: none"> • Literature • Posters • Music • Art 	Yes	<p>Materials and activities are included that are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms. The Teacher's Handbook, Chapter 3, Family Engagement section recommends multiple activities that address the diversity of students' families, such as labeling classroom</p>

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	<ul style="list-style-type: none"> • Thematic units • Family engagement activities <p>Examples:</p> <ul style="list-style-type: none"> • Teacher materials provide guidance for culturally responsive teaching. • Curriculum builds in times throughout the unit/year for families to share their cultures. 		<p>items in home languages and hanging family posters. It also suggests opportunities for including families in the learning community, such as encouraging volunteer opportunities, inviting families to share, and hosting family workshops. Unit 1, Connecting with School and Friends, Dramatic Play provides guidance for making students feel comfortable starting the new school year by adding props that are familiar to students from their own homes. The Teacher’s Handbook directs teachers to meet the needs of students of differing abilities. At the close of each activity, the Supporting Students with Disabilities section includes strategies for supporting students who need additional assistance and directs teachers to “modify activities, response modes, levels of support, and expected outcomes based on the needs of individual students.” The Supporting Dual Language Learners section of the Teacher’s Handbook explains that embedded materials support the “use of the home language and bilingual education by providing a culturally relevant Spanish translation of the curriculum, as well as offering specific ESL strategies that support bridging the concepts learned in the home language to English.” For example, Unit 1, Week 4, Day 2, Fast Focus plan includes an ESL Strategy box that directs teachers to use</p>

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			<p>the Fast Focus lesson, “Knuckle Knocks,” as a “physical response” strategy. The Unit 4, Week 3, Day 2, Pattern Dance lesson offers an ESL Strategy box, directing teachers to use the pattern lesson as a “total physical response strategy” by having students follow a modeled pattern for moving around the classroom and by repeating the pattern words “stomp, stomp, and clap.” The Unit 1, Week 4, Day 3, Continue the Learning section provides instruction for teaching American Sign Language that corresponds to the word play. In Unit 5, Week 4, Day 4, the teacher reads <i>Bread Comes to Life</i>, stopping at each photograph, discussing the different images of the bread, and focusing on shape, size, and texture. In the Continue the Learning section of the activity, teachers “Talk about different kinds of bread from around the world” and ask students to describe the kinds of bread they eat at home with their families. The class then compares the similarities and differences of the types of bread the students eat in their homes. Additionally, materials include 120 read-aloud texts that are also reflective of students’ differences, such as: <i>Abiyoyo</i> and <i>Abiyoyo Returns” Kindergarten Rocks, Our Community Garden, Yo? Yes!</i> and <i>The Tortilla Factory</i>. Texts are also available in Spanish, such as: <i>Amigos de</i></p>

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	<p>Required 2f) Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group and individualized attention.</p>	<p>Yes</p>	<p><i>comida, Ricitos de Oro y los tres osos, and Vamos a visitar un arrecife de coral.</i></p> <p>Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention. The materials include six unit manuals which outline 32 weeks of lessons and learning centers, as well as daily routines and transitions. For example, in Unit 3, Week 1, students participate in whole-group read-aloud lessons, such as <i>Albert’s Alphabet, Design It! Build It!, The Snowy Day, and Building a Shape</i>, by identifying targeted skills outlined in the selection. After reading <i>Design It! Build It!</i> students explore and describe “the relationship between form and function in both natural and human-made objects.” On Day 3, after reading <i>The Snowy Day</i>, students compare events in the text with their real-life experiences. Each day, students continue their learning as they participate in small-group lessons. In Unit 5, Week 5, Day 3, students listen to the read aloud of <i>The Little Red Hen (Makes a Pizza)</i> in whole group. Students then complete the Pizza Problem Solving Small Group by identifying classroom materials they can use to make a pizza recipe. Each unit offers students the opportunity to explore ten learning centers. Learning</p>

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			<p>centers connect with weekly learning objectives by strengthening students' understanding of concepts and skills discussed in daily lessons. Center activities include: Art, Book Nook, Computer, Construction Zone, Dramatic Play, Exploration Station, Games and Puzzles, Listening, Show What You Know, and Writing. While students have the autonomy to participate in centers of their choice, materials do not specify what system to use to help students navigate within and between learning centers. While the materials incorporate activities throughout a variety of indoor settings, instructional guidance to use outdoor time as an opportunity for student learning or to make connections and extend classroom learning is not evident. The sample student schedule includes thirty-five minutes of outdoor time as free play, but does not include instructional guidance.</p>
<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 3a) Materials and activities optimally support children learning at different developmental stages (e.g., <i>security</i> for infants, <i>exploration</i> for mobile infants, <i>identity</i> for toddlers, <i>language and literacy</i> for preschool).</p>	<p>Yes</p>	<p>Materials and activities optimally support students learning at different developmental stages, specifically at the preschool level in language and literacy. The materials make connections among the four domains of math, science, literacy, and social/emotional learning, allowing students to make sense of what they are learning and their world around them as they develop language within each domain. In Unit 3: How Structures are Built, students learn about how the</p>

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			<p>world is structured and about shapes that make up the world, how tools work, and how to make or do a variety of things across the four disciplines. In literacy and science, students read high-interest texts that not only tell how to do or make something of interest, but encourage creative thinking. For example, students interact with the text <i>Dream Something Big: The Story of the Watts Towers</i> to learn about sequence of events, letters, rhyming words, and beginning sounds in words. Then students use a variety of objects and glue to create tower structures, toys, or their own masterpieces. In math, students play games, recite chants, and participate in fingerplays that relate to the two- and three-dimensional shapes they explore to help them understand counting, the plus-one pattern, and simple addition and subtraction. Students also draw pictures in journals to tell someone how to make or use their creations. Teachers lead students to explore feelings and teach them how to deal with emotions. As they work together in learning activities, they practice communicating their feelings and calming down when emotions are strong. Materials also support students of various stages of learning through a variety of hands-on activities that include engaging, exploratory materials for students. Students make meaningful</p>

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			<p>connections to what they already know as they explore and learn new concepts. For example, in Unit 3, teachers read the text, <i>Design It! Build It!</i> After reading, students reference the text and use foam materials within a learning center to build structures as they explore shapes that are good or not so good in regards to balance and placement for building stable structures. The teacher encourages students to think and talk about what makes the shape good for building. In Unit 5, Farmer's Market center, pairs of students take turns being the farmer and the customer. All items cost one dollar and include food items or seed packets. Students create receipts of their transactions by writing numbers or items on a small piece of paper. The structure of many lesson activities in the materials provides students with additional support in their learning, including immediate feedback, since many activities are completed in small groups and learning centers with teacher facilitation. For example, in Unit 3, Week 1, Day 1, students participate in a small group with the teacher for a letter-making activity using cubes, bendable items, and letter cards. If a student is struggling, the teacher directs the student's attention to the alphabet cards and class name chart for support. The materials include modified activities to use with students who have not</p>

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			<p>mastered the lesson objective or skill. For example, the objective in Unit 1, Week 3, Where’s That Number? Center states that the students will make groups of up to five items. Some students might be able to make a collection of up to three objects, matching the same number as another collection. For those students, the teacher modifies the activity by using small numbers (one, two, or three— those that the students might subitize or recognize without counting).</p>
	<p>Required 3b) Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way; 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 as outlined in the Louisiana Early Learning and Development Standards. The materials follow a sequence of researched-based science and math topics that build on one another. For example, Unit 1 starts with activities that introduce number sense. As the lessons progress, students use their number sense to answer simple addition and subtraction problems. For example, on Week 1, Day 1, the teacher explains numbers are used every day to tell how many of something and introduces the lesson activity, counting to see how many students are in the class. The teacher gives the first student a ball, the student stands, the teacher says one, and the student repeats the number. The teacher repeats the process until all students have stood up</p>

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			<p>and been counted. Once all students are standing, the teacher states the number of students that were counted, such as “We counted 16 students.” Lessons later in the unit build on students’ number-sense and problem-solving knowledge. On Day 4 of Unit 1, Week 4, after reading <i>Two Little Friends</i>, the teacher asks students, “How many friends are there?” “When Sam runs away, how many friends are left?” “If Lily runs away, how many friends are left?” and “If one more friend runs up the hill, how many friends will be there?” In Unit 3, students learn how to make observations and use their observation skills to keep a science journal. In Unit 3, How Structures are Built, students explore the structure of objects through observation, simple experiments, and games. Then, by the end of the unit, students design and create toys, using their developmental math and science skills. Students make small toys in the Toy Factory Center. In the Dramatic Play Center, students take turns being the customer and seller. Students place orders and purchase toys from the seller. Centers include supplies such as blocks, tape, and tool sets for the students to create their toys. The center also incorporates a shipping area with boxes, bubble wrap, and labels. Materials present a logical and coherent progression of complexity over time</p>

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			<p>through lessons, addressing the language and literacy domain, as well. In Unit 2, Week 1, students participate in an engaging activity with the teacher and a puppet named “Lila Letter” who “loves letters and sounds.” Together, they sing the alphabet song and point to their alphabet chart. During Week 1, students learn to identify and write the alphabet letter S while learning its corresponding sound and working with words that have the initial sound of S. On Day 3, the lesson adds letters students have previously learned through a review of the letters M and A. By Unit 6, students have learned each of the upper- and lowercase letters of the alphabet as well as the initial-sounds in words. Students review this learning in Unit 6, Week 1, with a “Name Game” where students take turns picking a name card and work together to come up with other names that also begin with the same letter and sound. They build on their learning this week by now learning about ending sounds and rhyming words with their teacher and a new puppet, “Funny Bunny.” Students play a rhyming basket game where an object is removed from the basket and they have to think of other words that have the same ending sound.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required <i>Applicable to Ages 0-3</i></p> <p>4a) Infant and toddler language and literacy development is emphasized through resources and activities that support (where developmentally appropriate):</p> <ul style="list-style-type: none"> • Frequent talk and conversations during daily routines (e.g., diapering and transitions); • Social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate; • Open-ended questions that do not have a “yes” or “no” answer; • Use of texts, including rhymes, finger plays, and music/songs, that are appropriate for each developmental stage; • Regular and repeated read-alouds (with close repetition) of texts related to a theme or topic (i.e., animals, cities, weather) in order 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 and letter knowledge. <p><i>Applicable to Ages 3-4</i></p> <p>4a) Language and literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> • Regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development; • Frequent use of a repeated-reading approach (i.e., with close repetition) for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding; 	<p>Yes</p>	<p>Language and literacy development is emphasized through resources and activities that support learning for ages 3-4. For example, the materials include regular read alouds of appropriately complex narrative and informational texts related to a theme or topic, in order to accelerate students’ background knowledge and vocabulary development. The materials integrate read-aloud texts within each daily lesson and connect to the unit’s theme. For example in Unit 4, the theme in the read-aloud texts is Exploring Museums. First, in Week 1, on Day 1, the teacher reads the realistic fictional narrative <i>Hannah’s Collections</i> aloud. This text teaches students how to describe objects and materials in their environment, such as the shape of an object. On Day 2, the teacher reads the narrative <i>Maisy Goes to the Museum</i> aloud. Students construct meaning and develop their own opinion about the topic in the text. Next, on Day 5, the teacher reads the informational text <i>Going to a Museum</i> aloud, as students explore and describe properties of natural and human-made materials and objects. In Week 2, the teacher reads the informational text <i>Meet the Dinosaurs</i> aloud. Students discuss the text and learn that some animals and plants which existed in the past no longer do. Then, in Week 2, Day 5,</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; • Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana’s Early Learning and Development Standards; • 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>students hear the <i>Dinosaur Field Guide</i> and use the information in and across the texts they read during the week to make inferences. Finally, in Week 4, the teacher reads <i>All about Castles</i> aloud, as students develop understanding that people represent and interpret information in various formats, such as drawings, maps, graphs, blueprints, charts, and lists. The teacher also rereads books as time permits to discuss the purpose of the text and reinforce concepts of print. After a reread, the teacher places the read-aloud texts in the Book Nook for students to interact with during center time. Read-aloud texts are utilized for multiple readings over the course of a week and across multiple units. For example, students listen to the read-aloud text <i>Otto Goes to School</i> in both Units 1 and 6. In Unit 1, Day 1, students listen to the read aloud and focus on classroom rules, expectations, and routines. Students also practice appropriate book-handling skills. In Unit 6, Day 2, students listen to the text again and “construct meaning from, respond to, and apply knowledge from text read aloud to them.” Students also “state their opinions about a book and provide support for their opinions.” Student expectations build over time from making the initial connection between the story in Unit 1 to new experiences throughout the school day</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>to discussing their experiences and comparing the similarities and differences between the main character's experiences and their own in Unit 6. The materials include prompts to engage students in discussion of the similarities and differences in student experience and the changes they have experienced over the course of the year. Students also acquire new vocabulary through the context of the read aloud and reinforce during small-group time. For example, Unit 4, Week 1 introduces students to the words museum, artifact, exhibit, fossils, and curator as they engage with the read-aloud texts, <i>Hannah's Collections</i> and <i>Maisy Goes to the Museum</i>. In small groups, they hear the words again and apply their understanding of the vocabulary as they work as curators, to explore, sort, and describe collections for the classroom museum. In addition, the materials utilize oral-language activities to an appropriate degree as expected by the standards and provide opportunities for students to understand and use the language, establishing a foundation for phonological awareness and literacy. These activities are appropriate for the targeted age group of 3-4 year olds. For example, the materials use dramatic play to develop the students' listening vocabulary, as well as their oral vocabulary. In Unit 1, Week 3, the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teacher arranges the dramatic play center to mimic the setting of “Goldilocks and the Three Bears.” During this center time, students create and use props to act out the story, while the teacher encourages them to use different voices for the different characters. In Unit 5: Growing Our Garden, the dramatic play focuses around a farmer’s market. Students take turns being the customer and farmer. The customer orders items from the farmer, and the farmer takes the money and provides a receipt to the customer. This activity increases oral vocabulary and counting skills. Students continue building oral language skills in Unit 5, Week 4, Day 1, by participating in a think, pair, share activity. After the teacher reads the book <i>Growing Vegetable Soup</i>, students discuss the steps that farmers take to grow a garden. In addition, students write and draw their observations of radish plants and seeds from Week 4 in a science journal.</p>
	<p>Required 4b) Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support:</p> <ul style="list-style-type: none"> • Understanding of basic math concepts (e.g., counting, comparing size, spatial relationships songs); • Development of science concepts (e.g., body parts, weather, plants, animals); • Perseverance and persistence to solve problems; 	Yes	<p>Cognitive development and executive functioning are emphasized where developmentally appropriate through resources and activities that support understanding of basic math and problem solving, science concepts, curiosity and exploration, creative thinking, and awareness of rules and responsibilities. In Unit 2, Week 1, Day 1,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> • Curiosity and exploration; • Creative thinking (e.g., pretending, make-believe play, role playing); and • Awareness of rules and responsibilities. 		<p>after reading <i>Life in the City</i>, students use real-life shapes to match congruent shapes and to name and describe the attributes of two- and three-dimensional shapes. Later in the unit, in Week 5, Day 2, students practice math skills of simple addition and subtraction by counting cubes, adding cubes, and taking away cubes. In Unit 4, students continue to focus on patterns to learn what a pattern unit is and how to extend the pattern. On Week 5, Day 1, students play subitize to connect their learning from the previous units. Students observe a group of objects and quickly recognize how many objects are in the group. After practicing with a few problems, students practice “seeing two groups at once” and explaining how many objects there are in all. The teacher hides two groups, such as three cubes in one line and two cubes in another. The teacher asks students for the total number of cubes. Students share their answers through the think-pair-share strategy. In addition to daily lessons that provide learning opportunities for math concepts, learning centers include many opportunities for development and practice. For example, in Unit 3, Math center, students play a high-low card game with numbers and dot cards. Students flip over one card at a time and determine whose card is greater. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>player with the highest card keeps both cards. In another center, students use different groups of shapes to find matches that are the same size and shape. In Unit 3, Week 3, students use pattern blocks and tiling cards to explore making a variety of patterns and discuss the shapes they are using. These activities support awareness of rules and responsibilities and emphasize cognitive development. In the Unit 1, Week 3, learning center, Classroom Labels, students use stamps and pencils, along with paper and crayons to write their own classroom labels as they become familiar with their routines and the classroom environment. Also in Unit 1, students work together to create an Everyone Counts bulletin board. The teacher shows students how to use a camera and assists students as they move around the room, taking photos of other students playing and working and counting the number of students in each photograph, starting from one. In Unit 2, the teacher introduces students to science journals, which they use throughout the remainder of the six units to record information and ideas. Throughout the unit, students engage in the processes of predicting, observing, and recording through drawing and emergent writing within their journals. Students also learn to record the date at the top of each journal entry. Students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>use their science journals in Unit 2 as they collect items on a nature walk and choose one object to draw and label in their journals. As the unit continues, the focus changes from the home and school environment to the environment of the coral reef. Each of the six units includes learning centers, which promote curiosity, creative thinking, and exploration. For example, in the Unit 4 learning centers, students create paper figures and felt board pieces to tell stories. They also use craft supplies to design and create a dinosaur, a crown, and mosaics, as well as paint with bubbles and work in teams to build a castle. In the Construction Zone center, students explore physical-science concepts as they create stable structures. Students practice planning and constructing buildings, towers, and other creations that match the plans they have imagined or drawn. Teacher guidance suggests, “Having unit blocks in the center is critical—unit blocks provide many opportunities for play and learning. But the construction zone should also include nontraditional building materials, such as clean, recyclable boxes and other containers.” In the Unit 4, Week 3, Day 4, Exploration Center, students make fossils from clay or Play-dough and plaster of Paris. Once they create their fossils, students explore different kinds of collections and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required Applicable to Ages 3-4 4c) Math materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards and adhering 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. 	Yes	<p>categorize them using their observations.</p> <p>Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards and adhering to the indicators of quality. Math concepts and skills practice occurs daily within the materials and lesson activities. Students engage in whole-group discussions, small-group activities, games, learning center activities, and problem-solving activities that develop students’ understanding of mathematical practices. For example, in Unit 2, Week 3, Day 1, students engage in a whole-group activity to review, recognize, and form numbers one and two. First, students hear the read aloud, <i>Hippos Go Berserk!</i>, listening for the counting words. With the teacher, students reread certain pages and count the hippos together. The teacher models how to write the number on chart paper, describing the process by introducing the rhyme, “Straight line down, and then we’re done. That’s the way to make a one!” Then, students draw the number of hippos in the air while saying the corresponding rhyme for the number one. In Unit 3: How</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Structures are Built, students play games, recite chants, and model fingerplays to support their understanding of counting and the plus-one pattern. In the unit, students subitize, duplicate and extend patterns, add, and subtract. Students investigate how two-dimensional shapes can become three-dimensional shapes and compare the shapes' attributes. The unit includes a variety of centers, such as High-Low Card Game, where students mix number cards and dots cards, flip their cards over, and compare to determine which card is greater, and Match Shape Collection, where students match shapes based on size and shape. In the Conrad the Confused Chameleon Builds a Tower activity, Conrad uses various shapes as the base of a tower to determine which shapes allow for stacking. Shapes include: cones, pyramids, cubes, rectangular prisms, and triangular prisms. The teacher asks students which shapes are or are not stackable. The class discusses the attributes of the shapes to determine "good stackers." The activity also helps students build understanding of balance and good choices for block placement. Problem solving and math learning continues each day in each unit. For example, in Unit 5, Week 2, Day 1, Add It Up, the teacher provides simple addition word problems, and students use their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>fingers to solve the problems. The teacher begins by explaining that they will be making groups of four. The teacher shows children four objects and explains that students are going to make two groups. Guidance directs the teacher to “Start with each group having two objects. Then ask, How many pieces of fruit do we have in all?” The teacher then explains that each group has two objects, and when put together, they total four. The teacher then asks, “What other combination of numbers could we add together to get four in all?” The class records combinations on chart paper. The teacher repeats this process with numbers up to six. In Unit 6, Week 2, Day 2, students engage in the Fast Focus activity, Disappearing Numbers. In this activity, the teacher displays a number line and explains that “one of the numbers has disappeared.” Students take turns identifying the missing number from the number line. If the student is unable to identify the number, the teacher gives clues such as, “The number that disappeared is more than your number.” Once they determine the correct number, students explain their answers using words such as more than, less than, and in between.</p>
	<p>Required 4d) Social-emotional learning is emphasized through resources and activities that support:</p>	<p>Yes</p>	<p>Social-emotional learning is emphasized through resources and activities that support developing healthy relationships and interactions with peers</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> • Developing healthy relationships and interactions with peers and adults; • Developing a positive self-identify and sense of belonging; • Expressing feelings and beliefs that lead to successfully making decisions, accomplishing tasks, and meeting goals; • Regulating one’s own emotions and behavior; • Regulating one’s attention, impulses, and behavior; and <p>Indicators consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p>		<p>and adults, developing a positive self-identity and sense of belonging, expressing feelings and beliefs that lead to successfully making decisions and accomplishing tasks, and regulating one’s own emotions, attention, and behavior. The materials embed opportunities for students to develop relationships, communicate clearly, seek help when needed, and resolve conflicts. For example, Unit 1 focuses on social-emotional development as “children begin to learn how to follow the routines of the day, be with a group, make friends, and work together.” In the Week 1, Day 1 read aloud, <i>Otto Goes to School</i>, students begin to recognize and identify the emotions of their classmates, as well as their own emotions. On Day 2, the teacher reads <i>Owl Babies</i> and asks, “Are the owls worried now?” “How do you know they are worried?” and “How are owls feeling here?” After reading, students answer questions that support their understanding of emotions, including: “Why are the owls scared?” and “What do owls do when they are scared?” On Day 3, the teacher reads <i>A Visitor for Bear</i>. The focus of the reading is the concepts of friendship and giving compliments or offering kind words, and students identify the ways in which Bear is kind to Mouse and how Mouse returns the kindness by complimenting</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Bear. The focus for the social-emotional learning domain in Unit 2 is social problem solving. Students learn to identify the problem, think of possible solutions, evaluate the possible solutions, and implement the solution effectively. Throughout Unit 2, students recognize social problems and formulate solutions using the Solution Suitcase. The Solution Suitcase focuses on the processes of reasoning, problem solving, figuring out, and cooperating. By the end of the unit, most of the students can “use the suitcase’s tools without referring to the suitcase itself; they have internalized its strategies.” In Unit 4, Week 1, Day 3, students listen to the read-aloud text <i>My Friend is Sad</i> to gain an understanding of and identify emotions. Before reading, the teacher explains that the book “is about Piggie trying to help Gerald feel better” and asks students if they have ever felt sad. While reading, the teacher prompts students to identify the emotions of Gerald and Piggie by “looking at their faces and hearing their words.” After reading, the teacher and class discuss the things Piggie does to help Gerald feel better. Then, students engage in a think-pair-share activity to provide examples of things they do to cheer people up. The teacher then places the book in the Book Nook, along with a puppet or stuffed animal for students to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“calm down the turtle way.” The teacher also encourages students to ask upset friends, “How can I help you feel better?” In Unit 6, the culminating project for the unit and the year also provides students an opportunity to apply the learning they have gained in the social-emotional domain. The class completes a video yearbook, which involves activities that increase students’ awareness of how they have grown and changed and that provide a review of what they have learned over the past several months. The class revisits the Meet Our Class book that was started in Unit 1. The students also each create pages for the What We Have Learned class book. Students revisit their favorite lessons and activities to show the knowledge they gained since the beginning of the school year and to celebrate their growth together, as a class.</p>
<p>5. ACTIVITIES/MATERIALS SUPPORTING FAMILY PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) Materials provide a variety of family engagement activities to strengthen children’s learning and development, including but not limited to:</p> <ul style="list-style-type: none"> • Aligned activities; • Virtual portals; • Stories/books; and • Learning extensions to be completed at home. 	<p>Yes</p>	<p>Materials provide a variety of family engagement activities to strengthen students’ learning and development. Families are involved in the educational experience in a variety of ways including loaning classroom materials to families for home use, encouraging students to write or draw about their families, and inviting family members to help with class projects. In Unit 1, Week 1, Day 2, the teacher reads <i>Owl Babies</i> making connections with students’ families by</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>discussing “similarities and differences between the owls’ family and the children’s families.” The teacher also discusses the roles and responsibilities of families and asks students how their families take care of them. Then, students collaborate to create a Meet Our Class book. Each student writes his/her name in the book on the title page. Students add to the book throughout the year, and each student receives a copy of the book to take home and share with their family members. Family members are also invited to visit the classroom and read the book. In Unit 3, Week 1, How Structures are Built, students bring a drawing, photo, or description of their home. The teacher reads <i>Design It! Build It!</i> and asks students, “Would an igloo work as a home here where we live? Why or why not?” Students then discuss how homes in the book are different from and similar to their own homes. In addition, a Family Engagement Letter is sent home to students’ families at the beginning of each of the six units, outlining the unit’s concepts and skills for the four domains of science, math, literacy, and social-emotional learning. The letters also provide ideas for parents to support their children’s learning and development from home. For example in Unit 3, the Family Engagement Letter shares that in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>science, students learn to explore forms and functions of objects through experiments, games, and activities. Students also observe shapes and uses of objects and how they move. Families can support their children’s learning by encouraging them to observe how things move in the world around them and to notice tools that are used at home and wherever they go. The letter recommends vocabulary words to use at home, such as slide, roll, function, structure, design, materials, straight, and curved. The letter notes that in math, students increase counting skills and learn the plus-one pattern. The letter suggests that families help their children recognize quantities in small sets of objects without having to count them. In addition, the letter notes that students learn to recognize feelings and their causes in themselves and others, and learn to talk about anger and develop healthy and effective ways of calming down when angry. To support their children’s development, families can point out feelings and ways to calm strong emotions that they use in their own homes.</p>
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES	Required 6a) The materials are easy to use and well organized for children and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources.	Yes	The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<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>Materials provide guidance and support on how to manage transition time within the day.</p>		<p>teacher resources. Materials provide guidance and support on how to manage transition time within the day. Teachers begin with the Teacher’s Handbook, 2nd Edition, which outlines the materials and the design, goals, and organization for the four domains of math, literacy, science, and social-emotional learning. The handbook also provides guidance for supporting students with English as a second language and students with specific needs. Also, the 2nd Edition includes efficiently organized Unit Manuals for each of the six units. The manuals provide an overview of the units, a detailed description of the units, and guidance for the units’ learning centers. The Learning Center section details activity timelines and connects each activity to the lesson. For example, in Unit 3, The Fingerpaint Tracks center, the materials explain that the center should be used in Week 5. This section provides instructions for the teacher and details what items the students will need, how to set up the center, which skills the students practice. For The Fingerpaint Tracks center, students describe and reflect on the shapes of the tracks they make. In addition, the activity challenges students to make straight, bent, and curved paths. The materials organize lessons by week, and resources for each week include a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>snapshot, or highlight, of the week, along with the week’s vocabulary, learning objectives, and materials plan. All the resources and items required to implement the lesson are provided and clearly organized. For example, the materials provide a section of visual materials to use in lessons and around the classroom. Teachers and students begin to use visuals in Unit 1, such as the alphabet and counting charts, center signs, and a Solutions Suitcase pocket chart for learning social-emotional skills. Materials include posters, such as a friendship-skills poster and a problem-solver poster. The Unit Manuals include lesson pages with detailed guidance for teachers to implement the lessons, and lessons are connected to each unit’s theme. For example, in Unit 2, students learn about the environment and, in Unit 5, students learn about growing a garden. In addition, the lessons are all structured in a similar manner, so students understand what to expect during each point in time of the day. For example, each morning, they begin with a Welcome and Read Aloud, a Connect activity, small-group time, and a Fast Focus activity that reviews previously taught skills. In Unit 5, Week 1, Day 1, the teacher begins the lesson with a read aloud, <i>Our Community Garden and Project Launch</i>. Next, the teacher connects the reading with activities</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>using seed packets. Students use the attributes of the seeds to classify, sort, and compare. Then, students use simple measurements to compare the seeds. Finally, students count the seeds. Following these activities, students engage in simple experiments during small-group time. The materials also provide detailed guidance for teachers to facilitate smooth and engaging transitions from one activity to the next part of the day. Materials recommend using songs and movement during transition time. For example, the materials include suggestions for turning the transition into a game, such as picking up a certain number of items during clean up time.</p>
	<p>Required 6b) Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.</p>	<p>Yes</p>	<p>Materials and activities are suggested that appeal to students’ interests in order to deepen motivation, enjoyment, and learning. For example, in Unit 2, students use hands-on alphabet-letter cards and initial-sound cards, as well as colorful charts and visuals as they work in small groups with the puppet, Lila Letter, who loves learning about letters and their sounds. Students also engage with Conrad the Confused Chameleon, as they engage in the social-emotional lessons of Unit 2. Materials and activities are engaging and readily available to the students as they learn. For example, in Unit 3, Week 4, after reading <i>Afraid</i> with lift-the-flap features, the teacher adds</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>supplies to the Art center for the students to use as they develop their literacy learning, motor skills, and creativity. Students make their own lift-the-flap pages or books with drawing paper, crayons, markers, pencils, flaps of manila folder pieces, and tape. Materials include a variety of manipulatives, props, and supplies for dramatic play, math, and centers. For example in Unit 3, students need foam balls, paint, crayons, and markers for the Block and Roll Center. Also, in math, students use two- and three-dimensional shapes to compare attributes. In Unit 2, materials include sand for writing, toy animals and insects, photos of pond environments, toy cars, blocks, snorkel masks, swim goggles, and water toys for engaging students during learning centers. In Unit 6, Week 1, students vote for their favorite read-aloud books for the class to reread. The teacher provides recommendations for students to choose from based on the students' interest levels during previous reads. The class creates a graph for collecting data, casts votes and analyzes the data together. In Week 1, Day 3, students engage in a Pattern Dance by following a pattern of movements, such as the AABB unit: stomp right foot, stomp left foot, clap, clap. Once they complete the dance, students describe the unit of the pattern: Stomp, stomp, clap, clap. Then,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>they use letters to describe the unit of the pattern: <i>AABB</i>. Learning Centers also provide students with choice activities that appeal to their individual interests. Center activities are “designed to provide particular kinds of learning opportunities and to develop children’s social-emotional, math, science, and literacy skills, as well as offering child-directed experiences.” Teacher guidance suggests that teachers devise a system that “helps children choose and move between learning centers.”</p>
	<p>Required 6c) Activities include use of safe and 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) that can be used in a variety of ways to help children practice and develop new skills (e.g., fine motor, memory, listening, self-control, language, problem-solving, relationship-building, physical, spatial relations) and require the most action on the part of the child.</p>	<p>Yes</p>	<p>Activities include use of safe and appropriate toys and manipulatives that can be utilized in a variety of ways to help students practice and develop new skills and require the most action on the part of the child. For example, in Unit 1, students engage with sorting blocks when learning about organizing and shapes. Students also use small toy cars and building blocks in the construction zone to develop their spatial reasoning and learn about teamwork. Activities help students practice and develop new skills, such as fine-motor skills. For example, in Unit 1, students use one-inch colored cubes for counting and building and a color wheel and paint for mixing colors. In Unit 2, students study the environment and learn about reusing, recycling, and reducing. In the Exploration Station, students use scissors and hole punchers to turn scrap</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>paper into small pieces of paper. Then, they reuse the scraps to make a recycled paper project. During Unit 3: How Structures are Built, students use their math and science skills to design and create toys with blocks. After reading the text <i>Design It! Build It</i>, students build structures while engaging in the Design It! Build It! Center. As students build, the teacher discusses the attributes of shapes that work best for building with the students. Students then talk with their partners about balance and placement of blocks. Following these activities, students write instructions on how to play with the toy they built. Finally, they share their creations with other students. Learning Centers include guidance for the use of safe and appropriate toys and manipulatives. For example, in the Unit 5, Construction Zone: Block Garden center, students create a garden, using paper, crayons, and tape to decorate blocks. Guidance specifies that the materials should be small, empty, clean food containers. Students draw a plant, using the crayons on the paper, and tape it to the block.</p>
	<p>Required 6d) Materials are available in appropriate formats (e.g., vinyl books and board books) and a variety of formats (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 formats. The materials provide an organized section of visual resources to utilize within lessons and around the classroom. Teachers and students use large visuals,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>such as the initial-sound cards, life-cycle visuals, and emotions visuals. The materials also provide posters, such as a “Think-Pair-Share” poster and a poster showing how to make triangles, as well as charts, such as the “Block Chart.” The materials lessons also use music to support learning. For example, in Unit 5, Week 1, Day 1, students sing the song “Alice the Camel,” which supports the students’ learning by connecting counting words to the quantities they represent. In addition, singing songs creates an inviting classroom environment. Every morning, the teacher welcomes students with one of the songs from the materials, such as “Hello!” “Good Morning!” “Clap, Clap” or “Happy Faces.” Materials include a digital-content library with access to all digital versions of the unit manuals, handbooks, student books, and classroom materials. For example, student books are digitally available in both English and Spanish. Each unit’s activities also include manipulatives that are appropriate for students’ age. For example, in Unit 6, How We’ve Grown, students engage in computer activities that reinforce lesson instruction in each unit. In another center, students read their favorite book from the course of the year to a partner. In a third center, students build a jungle or woods using blocks. They play with toy animals and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>make trees and plants out of green construction paper. This activity is connected to the book <i>Me . . . Jane</i>. Students pretend to be scientists, as they build their jungle or woods and play with the animals. In Unit 3, students reread the “How to Make Triangles” poster and explore making triangles and other shapes with coffee stirrers. Students also build prisms from two-dimensional objects. In Week 2, Day 3, after reading <i>The Story of the Watts Tower</i>, students use an assortment of objects to create a tower structure.</p>
<p>7. ASSESSMENT</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 7a) Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, work samples and family perspectives).</p>	<p>Yes</p>	<p>Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods. The Teacher’s Handbook, 2nd Edition, recommends that formative assessment through observation should be done in small-group time and activities. Teachers assess student responses and student work samples within a small group. To help teachers focus observations on the most important knowledge and skills, the materials include a Formative Assessments book and an online portal for recording observations for each child. For lessons that address the math, science, and social-emotional domains, assessments are organized by objective and in order implementation within the units. At the end of each lesson the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teacher records each child’s level of ability in regards to the core objectives addressed in that lesson. For example, in Unit 1, Week 1, the teacher assesses each child’s ability to recognize their emotions and the emotions of others; this information is recorded as “Independent, With Help, or With Much Help.” Throughout the year, teachers track each child’s progress for all the literacy learning objectives and note any strategies or issues that need to be addressed on the formative assessment for the literacy domain. Similar to the other three domains of learning, teachers assess students’ literacy skills in a small-group setting. The teacher assesses literacy skills as students are introduced to concepts and continues assessments for each child as the year progresses. For example, the teacher begins assessing students’ alphabet knowledge in Unit 1. The materials provide a grid that lists every letter of the alphabet with spaces to check when a child is able to name the upper- and lowercase letters and when the child connects the upper- and lowercase letters with the sounds they represent. Throughout the year, the teacher returns to this assessment as students learn additional letter names and/or sounds and identifies students who require additional instruction or support. The handbook also</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>recommends that the teacher keep anecdotal records of observations and use other means of gathering information about the student. For example, teachers can utilize student interviews, photographs of a student's learning center work, audio and video recordings, or family observations for assessment purposes and to consider when making decisions for students.</p>
	<p>Required 7b) Materials and activities promote an ongoing process that includes observation, documentation, reflection and adaptation to meet each child's interests and developmental needs in a variety of settings within the daily schedule.</p>	<p>Yes</p>	<p>Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child's interests and developmental needs in a variety of settings within the daily schedule. Formative assessments require teacher observation in scheduled small groups each day. Teachers record information about each student's learning by documenting student progress with literacy checklists and by administering assessments based on lesson objectives. The materials include checklists for all domains. For example, Unit 1 includes a math checklist for counting and identifying numbers; a science checklist for Classroom Spy: compare and contrast attributes of objects; a literacy checklist for alphabet knowledge and writing development; a social-emotional learning checklist for problem solving and friendship skills; and an extensive vocabulary checklist, which includes</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			vocabulary for all six units. The materials also require teachers to modify instruction based on assessment results and to continue the ongoing process of documented observation, reflection, and adaptation throughout the year, specifically targeting each child's learning progression.
	<p>Required 7c) Assessment occurs frequently to assure that current knowledge of each child's development is accurate.</p>	Yes	<p>Assessment occurs frequently to assure that current knowledge of each child's development is accurate. The Formative Assessment Handbook is organized in chronological order by unit, week, and day. Teachers complete a checklist each day as students complete an activity. The materials include checklists for all four domains: math, literacy, science, and social-emotional learning. Daily small-group time provides an opportunity for teachers to observe students using these formal and informal assessments. Teachers use the checkpoint direction and the learning objective as a guide while observing students. Teachers make a checkmark for each child in the appropriate column, under the learning objective. In addition, checklists include space for observation notes for each student. Teachers record learning strategies and any struggles the students encounter, utilizing these notes to help guide the next steps for student learning. For example, in Unit 2, Week 2, Day 3, students strengthen their ability to think through solutions and solve</p>

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			<p>problems. In this lesson, students learn solutions to add to their Solutions Suitcase, such as Ignore, Say Please, and Get a Teacher. In this small-group activity, the teacher observes whether students can identify the problems and appropriate solutions and take notes on the formative assessment provided in the materials. If the teacher recognizes that students require more support, students can engage with cards, puppets, role play, and/or literature to ensure they learn these skills. The teacher repeats the assessment process as students continue progressing through the lessons. In Unit 3, Week 1, Day 2, teachers use assessment data to determine whether students need additional support with the skill of identifying their emotions. If so, the materials suggest that the teacher use mirrors to help students identify their basic emotions throughout the day. Also, if students master the skill without support, teachers can challenge students by asking them to identify other feelings, such as loneliness or sadness. In addition, EL students receive extra support through the use of an emotions poster. The teacher points out the word, gives a visual clue from the poster, reads a sentence, and provides the word in the student's native language. In Unit 6, Week 1, Day 2, math lesson, students play the High-Low card</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>game to practice conceptualizing, subitizing, and comparing numbers to determine which number is greater. The teacher observes whether each child is able to add the dots together and determine who has more dots at an acceptable speed. Then, the teacher records notes for the formative assessment and uses the results to determine the next steps for the student's learning. Depending on the students' needs, teachers may provide additional support. For example, the teacher may allow students to work with smaller numbers or challenge a student by using number cards instead of dots. Teachers continue to assess daily, document, reflect, and modify instruction as needed for the students' development.</p>
<p>8. SCAFFOLDING AND SUPPORT</p> <p>Materials and activities provide all children with opportunities and support to meet the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>8a) Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children (e.g., dual language learners and children with disabilities, etc.). Examples may include:</p> <ul style="list-style-type: none"> • Supportive language; • Movements or non-verbal cues; and • Open-ended questions that prompt children to expand complex thinking or exploration. 	<p>Yes</p>	<p>Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of students. For example, each student participates in daily small-group instruction. Small-group lessons address the four domains of learning: math, literacy, science, and social-emotional learning. The Teacher's Handbook, 2nd Edition, provides teacher guidance for conducting ongoing student observations and using observational data to make decisions regarding student learning. The teacher plans for the needs of each child in the group,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>providing support to every child. The materials also support the use of the students' home languages and bilingual education by providing Spanish translations of the materials, as well as by implementing specific strategies within the lessons to support EL students. Students engage in "learning activities in a language-rich environment including meaningful experiences and collaboration, robust vocabulary, interactive science lessons, and an emphasis on the universal language of mathematics." For example, the teacher highlights new vocabulary words each week. In Unit 4, Week 1, Day 1, vocabulary words include attribute, sorting, and collection. First, the teacher introduces the word in the student's native language, then provides visuals to help make the connection. The lessons incorporate this vocabulary multiple times and in various ways throughout the week, providing students with extensive exposure and repeated practice in meaningful contexts. In Unit 3, Week 4, Day 2, students engage with a Fast Focus activity, Moves to Count, involving movement and counting. Students use number words to count to ten and count down from ten as they pretend to ride an elevator. Prior to playing the game, EL students observe pictures of an elevator and how</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>elevators are used. Additionally, the teacher finds the word for elevator in the student’s home language and uses it to assist in preparing these students for the activity. Furthermore, the materials provide guidance for students with disabilities and students with special needs. The materials include suggestions at the end of activities for strategies to assist students requiring additional support. Then, through the assessment process, teachers observe and record information about the individual student’s learning needs. In addition, the Teacher’s Handbook, 2nd Edition, communicates the expectation that teachers in inclusive programs should modify activities to ensure that students with disabilities have access to the general education curriculum. Guidance recommends that the teacher modify activities, support, and expected outcomes based on the needs of the child, as identified within the student’s Individual Education Plan (IEP).</p>
	<p>Required 8b) Activities are flexible and allow for adjustments according to children’s needs and interests.</p>	<p>Yes</p>	<p>Activities are flexible and allow for adjustments according to students’ needs and interests. The materials are designed so that teachers work on skills with students at their individual developmental level. Materials include a responsive teaching approach in conjunction with informed activities that can be adjusted in response to a student’s knowledge, skills, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>interests. The Teacher’s Handbook explains that “using the information from the formative assessments built into C4L, you can modify activities to fit the needs of individual children as they progress in their learning.” For example, in Unit 4, Week 1, Day 2, teachers make informed decisions about the progress of students and provide support when needed during the math lesson. If a student is struggling to identify shapes, the teacher reduces the number of shapes hidden under the cloth. Next, students describe the shapes, while the teacher provides a list of descriptive words to describe each shape, depending on the student’s needs. Learning Centers are designed to offer more of a student-directed experience. Centers provide a variety of ways for students to engage with topics while providing opportunities for students to explore their interests. For example, the Dramatic Play center helps students develop cooperation and self-regulation and teaches students to use specific tools, such as role play, to assist them in taking control of their behaviors. In Unit 2, after reading <i>Big Trees</i>, students work in the Dramatic Play center to recreate the book. They act out their favorite animals, mimicking how the animals move or the sounds they make. Students use their knowledge of how the animals interact with each other</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and with the environment. The materials also recommend that teachers help students research more about their animal if they show interest. Students can also create more props for their animals in the art center, such as wings for a bird or fins for a fish. The Art learning center allows students to use creative thinking related to their learning in the lessons by utilizing a variety of papers, paints, and colorful writing tools. In Unit 1, students explore finger painting and describe what they are feeling with their fingers, using the opportunity to apply new vocabulary, such as sticky, wet, and smooth. In the center, students also have the opportunity to explore textures by painting on plastic trays, bubble wrap, or sandpaper.</p>

FINAL EVALUATION:

Tier 1 ratings receive a “Yes” in Column 1 for all Non-negotiable indicators AND Additional Indicators of Quality.

Tier 2 ratings receive a “Yes” in Column 1 for all Non-negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality.

Tier 3 ratings receive a “No” in Column 1 for one or more of the Non-negotiable indicators.

Compile the results of Sections I and II to make a final decision for the material under review

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiables	1. Content 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 while fostering integration of development across domains.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	2. Appropriateness of Curriculum Materials & Activities	Yes	Materials and activities focus on responsive caregiving, relationships, and emotional connections. Materials and activities provide guidance for routines that support the health and safety of children and are provided through 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 are included that are culturally responsive and reflective of differences, including race, ethnicity, gender, religion, economic background, ability, and family relationship norms. Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention.
	3. Complexity of Curriculum Materials & Activities	Yes	Materials and activities optimally support children learning at different developmental stages and present a logical and coherent progression of complexity over time.
	4. Quality of Curriculum Materials & Activities	Yes	Language and literacy development is emphasized through resources and activities that support regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic in order to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>accelerate children’s background knowledge and vocabulary development. Materials include frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding. Materials also demonstrate appropriate pacing and time-estimate of literacy lessons for the targeted age group, utilize phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana’s Early Learning and Development Standards, and support students’ development of the early stages of writing (e.g., form shapes and letter-like symbols) by using a variety of tools, materials, and surfaces and incorporating regular opportunities to communicate through written representation, symbols, and letters. Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support understanding of basic math concepts, science concepts, perseverance and persistence to solve problems, curiosity and exploration, creative thinking, and awareness of rules and responsibilities. Math</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards and adhering to the following indicators of quality. Social-emotional learning is emphasized through resources and activities that support developing healthy relationships and interactions with peers and adults, developing a positive self-identify and sense of belonging, expressing feelings and beliefs that lead to successfully making decisions, accomplishing tasks, and meeting goals, regulating one’s own emotions and behavior, and regulating one’s attention, impulses, and behavior.</p>
	5. Activities/Materials Supporting Family Participation	Yes	Materials provide a variety of family engagement activities to strengthen children’s learning and development.
II: Additional Indicators of Quality	6. Implementation Format of Materials & Activities	Yes	<p>The materials are easy to use and well organized for children and teachers. Teacher editions are concise and easy to manage with clear connections across teacher resources. Materials provide guidance and support for managing transition time within the day. Materials and activities appeal to children’s interests in order to deepen motivation, enjoyment, and learning. Activities include use of safe and appropriate toys and manipulatives that can be used in a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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 formats.
	7. Assessment	Yes	Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods. Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child's interests and developmental needs in a variety of settings within the daily schedule. Assessment occurs frequently to assure that current knowledge of each child's development is accurate.
	8. Scaffolding and Support	Yes	Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Activities are flexible and allow for adjustments according to children's needs and interests.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

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 [2021-2022 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. This review represents the work of current classroom teachers with experience in Early Childhood Education and grades K-5.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.