

The experiences and skills that children develop during their early years are critically important to their success later in school. What children learn during the first few years of life helps lay the foundation for their future growth and development. It is important that teachers provide an environment and experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for three/four-year-olds.

Title: **Get Set for School Complete PreK Program**

Age Levels: **Four to Five**

Publisher: **No Tears Learning dba Learning Without Tears**

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

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

Tier 1, Tier 2, Tier 3 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. Assessment (Non-negotiable)	
6. Implementation Format of Materials and Activities	
7. Scaffolding and Support	
8. Activities/Materials Supporting Parental Participation	

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: TIER 1 AND 2 NON-NEGOTIABLES Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-5. Materials must meet all of the Non-negotiable Criteria 1-5 in order for the review to continue to Section II.			
<p>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required FOR ALL CURRICULUM TYPES (As applicable):</p> <p>1a) A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e., address each of the domains listed below):</p> <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. 	<p>Yes</p>	<p>A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards. Materials and activities address Approaches to Learning, Cognitive Development and General Knowledge, Language and Literacy Development, Physical Well-being and Motor Development, and Social-emotional Development. Students participate in different types of music activities to address the Cognitive Development and General Knowledge domain. For example, in Unit 2, Week 7, Day 4, students sing a song, “Letters Together Make Words.” In Unit 3, Week 17, Day 2, students have an opportunity to play instruments after reading a story about a musician. In Unit 4, Week 24, Day 4, students use finger play while singing the song, “Ten Little Fingers” and counting to 10. Students develop small muscle control and coordination to address the Physical Well-being and Motor Development domain. For example, in Unit 4, Week, 22, Day 1, students learn the letter “R” using capitals with the Letter Cards and the mat for wooden pieces. Students use</p>

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			<p>hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. Within either whole or small groups, students manipulate wooden blocks into the shape of the letter R. Students engage with text frequently throughout lessons to address the Language and Literacy Development domain. For example, in Unit 1, Week 3, Day 2, students learn the vocabulary word “sounds” and use this knowledge to mimic sounds and make motions to match sounds. Unit 1, Week 6, Day 3, students make predictions about a book before the teacher reads. In Unit 6, Week 32, Day 5, students participate in an activity by walking a “letter path” to practice letter names and sounds. Students work to develop healthy relationships and interactions with peers and adults to meet the Social-emotional Development domain. For example, in Unit 5, Week 29, Day 1, Combine Sets, students work or play cooperatively with other children with some direction from adults. Within the small group, students cooperate with peers and work with others to solve problems.</p>
2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES	Required 2a) Materials and activities provide supervising adults routines that support health and safety of children.	Yes	Materials and activities provide supervising adults routines that support the health and safety of children. For example, in Volume 1 of the Teacher’s Guide, on p. 32, directions are given for

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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p style="text-align: center; font-size: 2em; opacity: 0.5; transform: rotate(-30deg);">Not Reviewed with 2024 PEERS</p>		<p>introducing new materials. As new materials are introduced, the teacher is advised to model proper use and care. For example, the teacher would model using one Flip Crayon at a time so other students also have an opportunity to use them too. Materials provide guidance for students to establish routines. For example, the teacher should establish a signal or call-and-response to prompt the children to clean up materials. Guidance is also provided for organization of materials and suggests that individual supplies should be stored in a personal space, labeled with the child's name and that shared classroom material should be stored on a shelf and labeled by learning area and classroom material. In Unit 2, Week 10, Day 1, students learn about brushing and flossing. Students learn the meaning of the words "brushing" and "flossing," and they pretend to practice brushing and flossing. Students also learn that they should brush and floss to keep their teeth healthy. In Unit 2, Week 12, Day 2, students learn about germs and handwashing. In this activity, the teacher uses glitter to represent germs and how germs spread. The teacher then discusses how to get the "germs" off hands. The teacher models proper handwashing for students.</p>

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	<p>Required FOR ALL CURRICULUM TYPES: 2b) Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children given substantial opportunities to choose interest areas/learning centers and activities within each).</p>	Yes	<p>Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children given substantial opportunities to choose interest areas/learning centers and activities within each). For example, students engage in dramatic play (kitchen, store, etc.) and guidance is provided that states, "large spaces should be allowed for independent self-directed play." Students engage in sensory and art centers, as well as Whole Group and Small Group instruction led by the teacher. Students are given the opportunity to engage in whole group, small group, centers, and independent activities daily. The materials also provide teacher-directed/teacher-led instruction and activities. For example, in Unit 6, Week 36, Day 5, students engage in the activity Identify Letters in Name. The teacher demonstrates writing the child's name, saying step-by-step instructions for letter formation.</p>
	<p>Required FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally responsive and representative.</p>	Yes	<p>Materials and activities are included that are culturally responsive and representative. For example, in Unit 2, Week 11, Day 4, students discuss similarities and differences in families and share about family members. In Unit 3, Week 16, Day 2, students learn about celebrations. They sing a song and talk about how Pre-K is having a party. The teacher tells the students</p>

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			<p>about party planners and leads a discussion with the students about celebrations they enjoy with their families. In Unit 2, Week 9, Day 2, students learn that people around the world speak different languages. Students learn how to say “hello” in several different languages. The teacher then has the students repeat using other languages students may speak. In Unit 3, Week 13, Day 1, during the Verbs: Wear/Decorate activity, students discuss differences and similarities between everyday clothing and costumes. Students also share and discuss costumes for different holidays, and states/countries. In Unit 4, Week 22, Day 2, students color a dragon while the teacher and students discuss Chinese New Year.</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 typically support practice through the use of worksheets, etc.). Examples of interactive and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, 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 (i.e. does not typically support practice through the use of worksheets, etc.). Examples of interactive and hands-on approaches include puzzles, dramatic play, and investigations. For example, in Unit 2, Week 9, Day 2, students learn to sort objects by size. The teacher leads a discussion about objects the students think will fit in the hole in the top of the</p>

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	<p style="text-align: center; font-size: 2em; opacity: 0.5; transform: rotate(-30deg);">Not Reviewed with 2024 Files</p>		<p>shoebox. Students take turns selecting and testing objects to see if it fits in the hole. After all objects have been tested, the teacher opens the box and compares the little objects in the box with the big objects outside the box. In Unit 4, Week 20, Day 1, students follow the approach of “Look, Do, Say, and Talk,” within the Verbs: Dig/Cover activity. Students look at the teacher modeling the verbs “dig” and “cover.” Students “do” the activity by performing the verbs using soil, seeds, and a shovel. Then students “say” what they are doing before “talking” about the action, demonstrating understanding of the word. In Unit 5, Week 25, Day 2, students participate in a math activity to explore triangles. The teacher shows the big triangle shape and leads a discussion about how a triangle is formed. The teacher then has three students lie on the rug to form a triangle. Students then use wooden line pieces to form their own triangle. In Unit 5, Week 27, Day 5, students have ABC Touch and Flip cards for the Match Capital and Lowercase Letters activity. They are asked to find a partner with a matching letter, either uppercase or lowercase, and sit down together.</p>
	<p>Required FOR ALL CURRICULUM TYPES: 2e) Materials and activities are incorporated throughout a variety of settings, including whole group time,</p>	<p>Yes</p>	<p>Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small</p>

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	centers/activity or interest areas, small group and individualized attention.		<p>group and individualized attention. Students engage with the teacher daily in whole group and small group. For example, the Teacher Guide recommends beginning the day with Carpet Time, a whole-group activity. This involves songs, calendar, weather, and a discussion of the day's learning goals. In Unit 4, Week 20, Day 2, the students sing the song "Rhyming Riddles." The students determine if two words rhyme by listening to the ending sound of both words. The teacher listens to the students to determine which students can successfully identify rhyming words. The Teacher Guide suggests beginning activities at the rug as a whole group, and then transferring learning activities at teacher-led small group centers. In Unit 3, Week 18, Day 1, students work in a small group with the teacher to review the letter J and its sound. They use a chalkboard and chalk to practice letter formation. Center ideas with activities are provided in the materials. Centers are free-play and utilized while the teacher is teaching small groups. In Unit 6, Animals, Week 36, Day 1, students, during enrichment centers, are asked to sort and place people, places, and things in the Sound Around Box. They are then required to pull an object from the box and create a sentence about the object.</p>

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<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.</p>	<p>Yes</p>	<p>Materials and activities optimally support children learning at different developmental stages. In Volume 1 of the Teacher’s Guide, appropriate skills are listed for each developmental stage, from two year olds to five year olds. Within each developmental stage, skills are broken down by learning area. Each learning area includes activities that are provided in the lessons. Materials also offer various suggestions for lesson plans. For example, in Unit 3, Week 16 At-a-Glance, suggestions for 3-Year olds include creating a sensory bin for the letter G using various green objects. Within the Readiness and Writing Section for both Scribble and Grip respectfully, the following can be found per age-development: “For 2-years old children, vertical and horizontal lines; crayon in palm, all fingers; 3-years old children, circles and cross; crayon in palm with all fingers though 50% of students will correctly hold crayon by this age; 4-years old, square, triangle, and tracing letters and numbers; mature grasp including thumb and two fingers; and 5-years old, diamonds and ability to independently draw letters and numbers; mature grasp as hand rests on paper.” In Unit 1, Week, 1 Day 4, students listen to the teacher read a book. The teacher models pointing out pictures and words in the book. The children then take a turn pointing out</p>

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			<p>words. This activity aligns to the Developmental Age 4 stage, the child “points to parts of a book, cover, pages, words.” In Unit 2, Week 7, Day 2, students are shown an image of a frog and asked to describe it. In Unit 2, Week 8, Day 1, students use words such as “big”, “little”, “bigger,” and “smaller” to compare the sizes of two stuffed animals. These activities align to Developmental Age 3: “describes with words.” In Unit 3, Week 17, Day 1, students divide into two groups and count the number of children in each group (up to 7). This activity aligns to the Developmental Age 4, the child “counts aloud to 20+; counts 6-10 objects.”</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).</p>	<p>Yes</p>	<p>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). In the math lessons, skills build over time. Students begin with sorting, counting, and colors, and then they progress into learning numbers. Unit 1, Week 1 begins with counting to 5, one-to-one correspondence, numeral identification, and comparing objects. In Week 2, students learn the size and position of objects. In Week 3, students practice previously learned skills, as well as counting to 10. When considering</p>

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			<p>Phonological Awareness, the following progression can be seen within the units. In Unit 1, Week 4, Day 5, during the Language and Literacy lesson, students identify beginning sounds. In Unit 3, Week 16, Day 1 students locate words within a sentence. In Unit 5, Week 25, Day 1, students divide words using onset and rime. Texts build in complexity over time as well. In Unit 1, Week 6, Lesson 3, the first text read aloud is "Maria Had a Little Llama." Students make predictions about what a text is about, based on front cover and title of the book. In Unit 2, Week 7, Lesson 1, students make predictions about what is happening in pictures using the Picture Cards for "Growing Pumpkins." In Unit 2, Week 8, Lesson 2, students make predictions about "Waiting is Not Easy!" based on the cover of the book and the title of the book. In Unit 2, Week 8, Lesson 5, students listen to story using "Ready for Robins" story cards. After listening to the story, the teacher guides the students in identifying the beginning, middle, and end of the story. In Unit 2, Week 9, Lesson 3, students listen to the story "The Little House" and identify the setting of the story. In Unit 2, Week 9, Lesson 5, students listen to the story cards "Little Miss Muffet." While listening to the story, the teacher guides the students to identify the character's</p>

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			feelings. In Unit 2, Week 10, Lesson 1, students revisit the “Ready for Robins” story cards. Students use materials to retell the story.
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</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, • 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 the standard, • 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>Yes</p>	<p>The materials promote language and literacy development through resources and activities. The materials offer regular read-alouds with narrative and informational texts that relate to the units within the program. The read-alouds not only build enjoyment for children, but also guide discussion of inferential questions to help express understanding and comprehension. The materials offer phonological awareness activities that build understanding of different units of sound and language, such as matching sounds to words, segmenting spoken sentences into words, and analyzing alliteration, rhyming, and syllables. Lessons and practice centers incorporate the early stages of writing using different tools and materials. Lastly, the materials provide daily opportunities to communicate through written representation, symbols, and letters. The Get Set for School Read-Aloud Library includes a Read Aloud card for each text. Cards provide teacher guidance for conducting three repeated readings of the text, each for a different purpose. For example, in Unit 4: Earth, <i>The Cloud Book</i>, the objective for the first read is to retell details and key</p>

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			<p>ideas. The First Read card includes guiding/comprehension questions, such as: “How many main types of clouds are there?” “What do cumulus clouds look like?” “What is fog?” and “What is the story the people of Labrador tell about what caused fog?” The objective for the Second Read is to identify the message/concepts of the text and to increase student understanding. The Second Read card includes guiding/comprehension questions that focus on deepening student understanding of the text through questions that “reveal additional key elements” about the text. Examples include: “What might the weather be like if the clouds are low and look like a blanket?” and “What might happen if the clouds are heavy, dark, and low?” The objective for the Third Read is to retell key elements of the text while integrating knowledge from life experiences and additional ideas. Third Read card questions include: “What weather do dark and light rolls of clouds bring?” and “What does the farmer say about clouds in the mountain?” The materials integrate regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic in order to build children’s background knowledge and enhance vocabulary development. The texts address several special interest topics,</p>

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			<p>including My Body, Community & Play, Machines, Earth, Machines, and Animals. The units include narrative and informational weekly texts. For example, in Unit 5: Machines, Week 28, Day 3, Language and Literacy, the teacher reads Dr. Seuss's <i>Green Eggs and Ham</i> and <i>Waiting is Not Easy!</i> by Mo Willems in Unit 2, Week 8, Day 2, Language and Literacy. Questions, discussions, and activities within the materials include opportunities for students to practice retelling with pictures and/or props, retelling through sequencing, identifying characters, settings, and/or events, making predictions, and asking and answering questions about the story. For example, in Unit 2, Week 8, Lesson 2, students look at the cover of the book <i>Waiting is Not Easy!</i> and make predictions. As the teacher reads the text, the students update and share their predictions. Read-alouds also include Vocabulary Builds. For example, in Unit 2, Week 9, Lesson 3, the teacher reads <i>The Little House</i>, and students make binoculars by holding toilet paper tubes side-by-side. As the teacher reads the story, the students use their "binoculars" to look at the pictures. The teacher then leads the students in a discussion about where the story takes place and introduces them to the word "setting."</p>

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	<p>Required FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4b) 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 <i>Louisiana Birth to Five Early Learning and Development Standards</i>.</p>	<p>Yes</p>	<p>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. Math lessons are taught daily. Teachers have the freedom to group students in small groups or teach the lesson in a whole group setting. Lessons include a variety of multi-sensory activities, such as singing, movement, tracing numbers in the air, and building numbers with blocks. In Unit 1, Week 4, Day 1, students practice one-to-one correspondence during the math activity. Each student is given a plate with four or five counters. Students count each counter while moving it to their partner's plate. Roles are reversed, and the activity is repeated. In Unit 1, Week 4, Day 2, students practice counting scarves and learn that the quantity of scarves is the same as the last number they said. In Unit 2, Week 11, Day 4, students practice showing the number 4 by holding up fingers, counting the legs of animals, wheels on a car, and corners on a square. Then students trace and write the number 4. Math concepts and skills are integrated into daily routines each week throughout all six units. For example,</p>

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			<p>within Unit 4, Week 24, in the At-a-Glance overview, children can apply mathematical concepts and skills in several different areas each day throughout the week. On Day 1, in Language and Literacy, children recognize that the last number counted is the total number. During Readiness and Writing on Day 4, children count and sort objects. On Day 5, children use music and movement to sing “Big Numbers” and rote count to 10.</p>
	<p>Required FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4c) Math materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> • Promote children’s acquisition and use of the language and vocabulary of math, • Promote conceptual understanding of math content, and • Promote children’s development of perseverance and persistence in solving problems. 	<p>Yes</p>	<p>Math materials and activities 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. Mathematical language and vocabulary are introduced daily in Numbers and Math throughout all units within the materials. In Unit 2, Week 9, Day 3, the teacher introduces the vocabulary words: top, bottom, and middle. Students use vocabulary words to describe the positions of the colored blocks. Other vocabulary words in this lesson include “number” and “three.” Math lessons and activities in the materials also develop children’s capacity to recognize, plan, and solve problems in their environment. In Unit 4, Week 19, Day 1, children explore the area by covering a shape with squares.</p>

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			<p>Children predict how many squares are needed to cover the shape. The teacher then assists students in covering the shape with squares. Students count the squares then compare their results to the initial prediction. The activity continues using various shapes in multiple sizes. Problem solving is also addressed in the math lessons. For example, in Unit 2, Week 9, Day 2, students complete the “Sort By Size” activity. In this lesson, students learn vocabulary words like “big,” “little,” “small,” and “size” that help them understand how to compare by placing items that fit or do not fit into a box. Students also learn how to problem solve. They must determine which items are too big and understand that an item that is too big will not fit in the box. Once all the items have been tried, students use mathematical concepts to compare all the items they have sorted and use the lesson vocabulary to discuss why items did or did not fit in the sorting box.</p>
<p>5. ACTIVITIES/MATERIALS SUPPORTING FAMILY PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required FOR ALL CURRICULUM TYPES: 5a) Provides a variety of family engagement activities to extend learning from the classroom into the home.</p>	<p>Yes</p>	<p>The materials provide a variety of family engagement activities to extend learning from the classroom into the home. The materials provide specific ways to build home-to-school connections. For example, the Teacher’s Guide: Introduction, School-to-Home Connections provides suggestions and tips for building strong school-to-home</p>

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			connections, including guidance for communicating daily with families through emails, newsletters, and pre scheduled conferences; sharing information gathered from the materials' website, such as assessment results, curriculum resources, read-alouds and music; and reinforcing learning at home by allowing teacher-family sharing of objects in which a child can bring an object from home that ties into the lesson or topic of the day.
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required FOR ALL CURRICULUM TYPES:</p> <p>6a) 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 teacher resources. Materials provide guidance and support on how to manage transition time within the day.</p>	<p>Yes</p>	<p>The materials are easy to use and well-organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials provide guidance and support on how to manage transition time within the day. The materials include two teacher guides, Volume 1: Introduction to the Curriculum and Volume 2: Multisensory Lessons. Volume 1: Introduction to the Curriculum introduces the philosophies and principles behind the program, a research-based approach that addresses different learning styles in a developmental progression by building on what children already know using friendly teaching methods. Volume 1 includes an instruction pacing guide for half-day preschools, three-day preschools, or preschools with less than</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p data-bbox="520 1317 890 1377">Required FOR ALL CURRICULUM TYPES:</p>	<p data-bbox="1367 1317 1415 1341">Yes</p>	<p data-bbox="1503 212 1997 1308">36 weeks in their school year, classroom setup instructions, classroom management tips for educators, statements of correlation, a Scope & Sequence of instruction, multisensory activities whole-class instruction and small-group centers, and educator resources, including guidance for making school-to-home connections and book connections. Volume 2: Multisensory Lessons and Hands-On Learning includes 36 weeks of daily multisensory lessons with hands-on learning. Each day includes activities from four of the learning areas that address a variety of skills with purposeful, hands-on learning. The lesson plans progress developmentally and implementation is easy to follow. Each lesson plan includes suggestions for modifying or simplifying the activity, as well as ways to extend learning by adding complexity or variety. Additionally, Classroom Environments, which promote positive transition activities, assist children with learning daily routines and rules while minimizing potential behavior-related issues. Transition activities are easy to incorporate, using interactive songs and chants between activities throughout the school day.</p> <p data-bbox="1503 1317 1990 1451">Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment, and learning. Themes promote student</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>6b) Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.</p>		<p>engagement, including Get Set for School, My Body, Community & Play, Earth, Machines, and Animals. In Unit 3, Week 17: At a Glance, the theme includes Community & Play. Day 2 offers information about jobs within the community. The lesson objective is for children to learn and practice a job. Enrichment for this lesson deepens understanding and asks children to think about the tools needed for the job and which tool they would consider to be most important. Materials and activities also support the instructional focus, themes, and topics. For example, in Unit 6, Week 31, Day 3, Oral Language, children learn two adjectives, say the words in a sentence, and use them in conversation. Children engage in the use of the adjectives huge and tiny. They extend the use of these adjectives and make real-world connections when talking about animals, such as a mouse and an elephant.</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 FOR ALL CURRICULUM TYPES:</p> <p>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, and work samples).</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, such as anecdotal observations/notes, photographs, checklists, and work samples. The range of assessments provides a complete picture of the students as learners, and the ongoing data offers guidance for differentiated instruction for every</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>learner. Assessments include Benchmark Assessments, Classroom Observation Checklists, and Check for Understanding activities. Teachers can use the observational checklists for weekly assessments to monitor student progress and mastery of specific skills. These checklists are available in the areas of Language and Literacy, Readiness and Writing, and Numbers and Math. After using these checklists to Teachers can conduct informal assessments and collect student data in order to identify the students' instructional needs as they continually revise and redirect teaching. Each lesson provides assessment guidance for all activity components. For example, in Teacher's Guides, Volume 2 - Multisensory Lessons, Unit 2, Week 8, Day 3, Language and Literacy includes a Check for Understanding section at the end of the lesson, which provides the following guidance: "Observe as children say words that are the same and different. Can they identify if two words are the same or different?" Assessments are available on a one-to-one basis. For example, Language and Literacy Assessment, available in the Resources, assesses students on naming capital and lowercase letters, identifying alike and different words, sound awareness, rhyming, and phonological awareness. Teachers can use these assessments at</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required FOR ALL CURRICULUM TYPES: 7b) Methods to assess children’s learning are ongoing, recurring, and embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	<p>Yes</p>	<p>the beginning, middle, and end of the school year to provide a snapshot of the students' behaviors, skills, and strategies at a single point in time.</p> <p>Methods to assess children’s learning are ongoing, recurring, and embedded throughout activities within the daily schedule, such as whole group, small group, centers/activity times, and transitions. The materials provide assessment schedules which promote ongoing opportunities for observation, documentation, reflection, and adaptation. For example, in Teacher’s Guides, Volume 1 - Introduction to the Curriculum provides the following assessment schedule: “Benchmark Assessments are administered at the beginning, middle, and end of the school year. Classroom Observation Checklists are administered on a weekly basis. The Check for Understanding questions are used daily, embedded within the lessons. Check for Understanding are informal assessments that are embedded and appear at point-of-use with each lesson. Teachers use them daily to help quickly evaluate what students got and did not get so you can immediately modify instruction.” For example, in Unit 1, Week 1, Day 2: Readiness and Writing, the Check for Understanding section directs the teacher to observe as children listen to and imitate the movements. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teacher then determines if children are able to follow along. Observational Checklists also provide weekly opportunities for reflection and observation. For example, the Language and Literacy Checklist prompts the teacher to monitor the children’s acquisition of specific targeted skills within the program, such as: “Listens, the child listens and responds to directions and questions.” “Engages, the child engages in conversations using sentences.” “Uses, the child uses words to express feelings and needs.” and “Understands, the child understands important signs in our environment.”</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 FOR ALL CURRICULUM TYPES:</p> <p>8a) Appropriate suggestions and clear instructions are provided to support the varying developmental levels of children (e.g. for dual language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.</p>	<p>Yes</p>	<p>Appropriate suggestions and clear instructions are provided to support the varying developmental levels of children, including dual language learners and children with special needs. Volume 2: Multisensory Lessons with Hands-On Learning provides differentiated activities and instructional strategies for various learners. For example, Volume 2: Multisensory Lessons with Hands-On Learning includes 36 weeks of daily multisensory lessons with hands-on learning. Each day has activities from four of the learning areas that address a variety of skills with purposeful, hands-on learning. For example, the Unit 6: Week 34, Day 2, Readiness and Writing objective states that children “develop</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>correct habits for writing lower case letter j.” Instructional strategies used in the lesson include the “Wet-Dry-Try” technique. Children practice writing lowercase letter j by tracing the letter with a wet sponge, dry the letter outline with a cloth or tissue, and then try forming the letter on their own handwriting paper. Within the Online Resources, Teacher Dashboard, Tab: A+ Worksheet Maker, teachers have the opportunity to choose from a variety of worksheets such as name writing, word writing, vocabulary, word cards, and more. In this tool, teachers can also choose from a variety of line size and spacing based on the developmental level of the child. For example, Pre-K Print has extra wide double lines, TKG/KG/1 Print has wide double lines, and 1st/2nd Print has regular double lines. Teachers can also use this same tool to insert Spanish characters into the worksheet. Materials and activities also support various language learners and abilities. Family communications are available in paper and digital format as well as in English and Spanish. Each lesson provides support for both EL learners and high-ability learners through the Enrichment tab. For example, in Unit 2, Week 8, Day 3, Oral Language, children learn two adjectives (bend, straight), use them in sentences and then apply them in a conversation.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required FOR ALL CURRICULUM TYPES:</p> <p>8b) Schedule or time for activities are flexible and allow for adjustments according to children’s needs/interests.</p>	<p>Yes</p>	<p>EL guidance suggests that the child bend and straighten pipe cleaners, while the Enrichment guidance suggests that children create shapes using the pipe cleaners.</p> <p>Schedule or time for activities are flexible and allow for adjustments according to children’s needs/interests. The schedule allows for students to take the lead in the learning process while maintaining the overall focus of the lesson by providing activities for them to do so. For example, in Teacher’s Guides, Volume 1 - Introduction to the Curriculum, Retell the Story through Creative Arts and the Senses includes guidance for different methods to have students retell stories in ways that they chose. For example, the Art section suggests that children create a drawing or art with art supplies to retell the story. The students dictate the story while the teachers record it on the front or back of their creations. Further guidance suggests that the teacher should ask children where they would like the teacher to write on the artwork. Activities provide comprehensive teaching strategies to implement a scaffolded approach to instruction while building independence and comprehension. Flexibility is built within the program to allow for scaffolding. For example, Volume 1: Introduction to the Curriculum, Getting to Know Get Set for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>School, Philosophies and Principles, states that the program builds on familiarity and competency with music, words, play, and materials. The lessons are flexible so the teacher can teach in a developmental sequence from simple to more complex. In Volume 1: Introduction to the Curriculum, Getting to Know Get Set for School, Multisensory Activities and Centers, Child-led Centers are free play and student-led, also called discovery play. They are designed for children to explore and interact with their peers as they discover and learn new concepts through play. They can be in large spaces and are completely independent and self-directed.</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.
	2. Appropriateness of Curriculum Materials & Activities	Yes	Materials and activities provide supervising adults routines that support the health and safety of children.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Materials and activities are provided through both teacher-directed and child-initiated experiences. Materials and activities are included that are culturally responsive and representative. 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 incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>
	3. Complexity of Curriculum Materials & Activities	Yes	<p>Materials and activities optimally support children learning at different developmental stages. Materials and activities present a logical and coherent progression of complexity over time.</p>
	4. Quality of Curriculum Materials & Activities	Yes	<p>The materials promote language and literacy development through resources and activities. 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. Math materials and activities promote children's acquisition and use of the language and vocabulary of math, promote conceptual understanding of math content, and promote children's</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5. Activities/Materials Supporting Family Participation	Yes	development of perseverance and persistence in solving problems. Materials provide a variety of family engagement activities to strengthen children’s learning and development. Strategies are provided for methods of daily communication between caregiver and family.
II: Additional Indicators of Quality	6. Implementation Format of Materials & Activities	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 teacher resources. Materials provide guidance and support on how to manage transition time within the day. Activities include use of safe and appropriate toys and manipulatives that can be used in a variety of ways to help children practice and develop new skills. 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 within the program. Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child’s interests and developmental needs. Assessment occurs frequently to assure that knowledge of each child’s

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	8. Scaffolding and Support	Yes	<p>development is up-to-date and accurate.</p> <p>Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Materials are provided to support diverse learning. Modified activities are provided for special needs students with generalized and specific suggestions. Schedule or time for activities are flexible and allow for adjustments according to children's needs/interests.</p>
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			

Not Reviewed with 2024 ELDS

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 [2020-2021 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in Early Childhood Education.

Appendix I.

Publisher Response

Not Reviewed with 2024 ELDs

The publisher had no response.

Not Reviewed with 2024 ELDs

Appendix II.

Public Comments

Not Reviewed with 2024 ELDs

There were no public comments submitted.

Not Reviewed with 2024 ELDs