

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: **PreK On My Way**

Age Levels: **4-5**

Publisher: **Scholastic Inc.**

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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. 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
<p>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criterion 2. Materials must meet Non-Negotiable Criteria 1 and 2 for the review to continue to Non-Negotiable Criterion 3. Materials must meet Non-Negotiable Criteria 1-3 for the review to continue to Non-Negotiable Criterion 4. Materials must meet 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.</p>			
<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</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 while fostering integration of development across domains (i.e., address each of the domains listed below):</p> <ul style="list-style-type: none"> • Approaches to Learning; • Cognitive Development/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 while fostering integration of development across domains. Children are given ample opportunities to demonstrate and develop their Approaches to Learning throughout the day and across the materials. Children are often challenged to explain their thinking and expand on their ideas. In Theme 1, Week 4, Day 4, children engage in play based learning by using ten cubes to create a superhero. The teacher then challenges their creative thinking by asking them to describe their superhero and what makes it special (Standard AL 3). The children also compare their superheroes that were all made with ten cubes. Cognitive Development in Mathematics is addressed daily through large group instruction, read-alouds, and small group activities. In Theme 7, Week 2, Day 1 children attempt to copy the teacher’s pattern made from red, yellow, and green leaves. They are then</p>

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			<p>challenged to extend the pattern further (Standard CM 2). In Theme 3, Week 3, Day 4 children draw on background knowledge to sort pictures of objects into two groups: heavy and Light. The teacher then challenges the children to think of things that are heavier or lighter than the objects they sorted. Science and Social Studies instruction is folded into Math and Language Arts instruction but is also the focus of certain themes such as Theme 1, Me and You, and Them 2, Our Community, for Social Studies and Theme 3, Let’s Investigate, Theme 4, Discover Animals, and Theme 7, Our Earth, for Science. During Theme 4, Week 3, Day 2 children learn about uncommon animal homes during the read-aloud “A House In the Sky” and discuss how animal homes help solve problems (Standard CS 3). The Physical Well-Being and Motor Development standards are addressed in several areas. Theme 7, Week 4, Day 4 demonstrates the inclusion of motor development within lessons with “Fine Motor Support” added to a Literacy Activity card drawing activity. The independent centers provided this week, like others, also suggest manipulative items in varying centers (Standard PM 2). Theme 5 is a dedicated unit to health titled “Healthy Me” covering topics throughout including; brushing teeth, exercising, eating</p>

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			healthy, washing hands, illness, fire safety, and playground safety (Standard PM 4). Social-Emotional Development standards are generally addressed through the daily Circle Time Mind Builder lessons. In Theme 8, Week 2, Day 3, children “Identify connections and differences between feelings and behaviors.” These provide regular, ongoing check-ins about social-emotional learning (Standard SE 4).
<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 responsive caregiving, relationships, and emotional connection. The materials include an area of instruction called Mind Builders which focuses on Emotional Development, Social Development, Motivation and Creativity, and Executive Function. Executive Function skills and Motivation and Creativity skills are synonymous with approaches to learning. Mind Builders are embedded in the materials throughout the day and across all areas of instruction. For example, in Theme 2, Week 3, Day 2, children show self-awareness in different ways. The teacher discusses the story and how a character first thought of themselves and then thought of someone else and relates this to taking another perspective. The teacher encourages children to talk about their feelings and the feelings of the characters in the book. In addition, the implementation</p>

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			<p>guides for each theme include ways to maximize positive classroom interactions during large group, small group, and independent centers. For example, to promote a positive climate the teacher engages in a conversation with the children during Circle Time. The Implementation Guide, Morning Greeting Choice Board, suggests using a choice board where children can choose a morning greeting to perform with another child or with the teacher in order to build relationships. The Implementation Guide, Morning Meeting/Relationships, suggests conducting a morning meeting each day where various group and daily topics can be discussed. These include weather, class votes, class jobs, new center materials, and children sharing news, as well as doing the pledge and going over Mind Builders for self-regulation instruction.</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 and activities provide guidance for routines that support the health and safety of children. The Implementation Guide includes a Safe and Supportive Space section that outlines ways to arrange the classroom to create a welcoming and safe space. The guidance lists ideas that the teacher should consider such as traffic patterns, organized storage, and clearly delineated areas. Transition guidance is provided to support children in safe,</p>

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			<p>routine transitions and includes songs and movements to manage transitions. While not evident in every lesson, instruction on safety and health is embedded within some of the lessons. For example, in Theme 6, Day 4, Week 3, Circle Time, children discuss the things they do in the classroom to stay safe such as how to use scissors and building materials carefully. In Theme 7, Week 4, Day 2, the teacher shares websites the children can view to learn more about garbage trucks. Prior to sharing the websites, the teacher reminds children of the rules for using the computer to keep everyone safe. Theme 5, Healthy Me is an entire study on the health and safety of children. Children are introduced to and develop an understanding of the importance of eating healthy foods, hand washing, and engaging in physical activity.</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. Teacher and child-directed experiences are provided throughout the thematic units. The materials follow the gradual release of responsibility method or the, I do, We do, You do, routine. In the sample schedule, the Large Group (I do) comprises twenty minutes of instruction, followed by forty-five minutes of Independent Centers and Small Groups before the next Large</p>

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			<p>Group time. During Small Groups (we do), the teacher sets up the activity and works with children to practice the skills introduced during the large group while the rest of the class is working in centers to practice skills independently (you do). This general setup is completed three times during a full day lesson for math, language, and literacy. For example, In Theme 3, Week 2, Day 1, during Large Group, the teacher reads <i>The Mitten</i> and helps children count how many animals go in the mitten. During Small Groups, children use hands-on manipulatives and follow teacher directions to add or subtract animals from their mitten and then find out how many animals are in the mitten. During Independent Center time, children use blocks to create patterns and then count to determine the total number of blocks used. Children also have the opportunity to initiate their experiences within the classroom. Materials include Independent Centers which include: Library and Listening, Pretend and Learn, Math and Science, Writer's Corner, Creativity Station, ABC, and Construction, which support children's learning and connect to the Weekly Concept Question. For example, Theme 2, Week 1, Day 2, center activities include: drawing a picture of something that they see in the classroom in the Creativity Station, naming the first letter</p>

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			<p>in the word preschool and thinking of words that start with that letter in the ABC Center, naming three things that they use at school in the Math Center, and pretending they are a preschool teacher in the Pretend and Learn Center. In Theme 4, Week 1, Day 3, Animal Families center activities support the Concept Question: How do animals help their babies learn, live, and grow? In the Library and Listening Center, children listen to stories to determine how baby animals and adult animals are the same and different. In the Math and Science Center children determine, “Who is bigger: the baby or the adult? How do you know?” Children write about an adult animal and its baby in the Writer’s Corner and make the sea that a mama penguin can jump into in the Construction Center. A list of all Independent Center materials is provided in each Theme Overview of the materials</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. Independent Center time comprises the largest block of the day with more than two hours of center time in the suggested schedule for a full day program. Each theme’s Implementation Guide provides suggested materials to</p>

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			<p>correspond to each week's learning so that children can independently practice the skills that have been introduced in Large and Small Groups. Additionally, many teacher-directed activities allow for child input and use hands-on approaches to learning. The Theme Overview: Building Connections, Theme 3, Let's Investigate, Week 1, Independent Centers provide a variety of activities that are connected to the week's weather theme. In the Pretend and Learn Center, children dress up in clothes representative of different seasons and weather. In the ABC Center, magnetic letters and weather word cards are listed. The Theme Overview: Building Connections, Theme 6, Let's Create, Week 1, Day 4, Large Group activity cards, extended play activity invites "children to act out the story" and suggests a guided writing activity. Both activities provide hands-on practice of skills that are connected to daily learning and are typical of the daily activity cards. In Theme 5, Week 3, Day 2, children choose a partner with one child being a dentist and the other child being a patient. The children work together to count out the same number of blocks, the dentist's blocks being the tools and the patient's blocks being the teeth. Then they practice brushing their teeth.</p>

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	<p>Required</p> <p>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 • 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>Yes</p>	<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. Materials include cultural responsiveness and racial differences by using images of varying races and abilities. Bulletins for family engagement are offered in English and Spanish. Books, vocabulary cards, and activity cards reflect diversity and different cultures. Some of the culturally diverse read-aloud books include <i>Ming Goes to School</i>, <i>Jabari Jumps</i>, and <i>The Adventures of Jovani and Alejandro</i>. The Little Library includes a first book of sign language. The vocabulary cards include people of many races and nationalities. For example, in Theme 1, Week 3, Literacy Vocabulary card for the term, warm welcome, shows a group of children of various backgrounds and races in a classroom greeting each other. The card for grandchild shows three generations of Hispanic women and the card for missed you depicts an Asian child hugging his father. On Day 4, Circle Time, Talk About Families, the teacher and children discuss how families can be alike and different, and the teacher reads the poem "Some Families..." Then, during Story Time, Connect, the teacher reads <i>Little Elliot, Big Family</i>, and engages children by</p>

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			<p>discussing the activities families do together. During Extended Play, Small Groups, children pretend to be families by acting out activities they enjoy doing together. Theme 5, Week 2, Math, Day 5, Circle Time, Connect to Social Studies, the teacher displays Africa on a globe or map and explains that people all over the world go to markets to buy food. Then, during Story Time, Retell and Reenact, the teacher reads <i>Baby Goes to Market</i> and asks questions such as, “Does this look like the market where your family buys food?” “How is it the same?” and “How is it different?” The Activity Cards in Theme 8, Week 1, Day 2 depict different situations where people work together such as a mother and daughter making cookies, an Asian family building a snowman, and two girls with red hair putting together a puzzle.</p>
	<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>Materials and activities are incorporated throughout a variety of settings, including large group time, centers/activity or interest areas, cooperative play, small group, and individualized attention. The suggested full day schedule located in the Implementation Guide includes three blocks: Language, Literacy, and Math. Blocks consist of large group instructional time, center play with small group embedded time, shared writing, outdoor choice play, and an afternoon meeting. For example, in Theme 2: Our</p>

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			<p>Community, Week 2, large group activities include the read-aloud, <i>Hey, Wall</i>. After reading, the teacher asks, “What do we learn about where the boy lives?” Center play involves responding to center-related questions: “What buildings do you see in that book?” “What can you pretend to do with your neighbors?” “How can you sort those toys?” “What materials can you use to make a tree?” “What letter makes the sound you hear at the beginning of the word block?” and “Can you use blocks to build a wall?” Children respond to the drawing/writing prompt, “What is your favorite place to visit in your neighborhood?” Outdoor play focuses on children’s physical development as they strengthen and master gross motor skills such as running, jumping, climbing, and pedaling. Materials also include suggestions for incorporating instruction into outdoor play and meal times. The Implementation Guide provides information on incorporating small groups into outdoor play and also ways to bring the outdoors into the classroom. For example, in Theme 8, Week 3, Day 2, the children play Freeze Dance to practice the skill of patience. This activity is included in both inside instructional time and outdoor play. Chat Maps are provided for meal times to spark conversation and discussion between children and teachers give</p>

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			children the opportunity to share their learning and interests with others.
<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>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 children learning at different developmental stages. Language and literacy development is scaffolded using the gradual release of responsibility model in order to support children’s progression at different developmental stages. Teacher guidance for large and small groups provides information and examples on how to provide more support for children who struggle and how to challenge children who have mastered the concept. For example, Theme 8, Week 1, Day 1, Literacy, Small Group, the Activity Card supports learning at different levels with both support and challenge activities. Also, included on the Activity Card are modifications for multilingual learners and children needing fine motor adjustments. The Theme 2, Week 4, Day 5, Math, Read-Aloud Large Group card provides a “Talk About It” question following the book discussion on the final day of revisiting the week’s story, <i>Me and My Car</i>. Support questions and a challenge question are also provided for the single activity. Supports include asking the question, “What do we use garbage trucks for?” Teacher guidance for further support includes, “Garbage trucks do w___.” and explaining to children that, “Garbage trucks do work.”</p>

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			<p>The Challenge question asks, “How do we use vehicles to help people?” Theme 6, Week 3, Day 1, Activity Cards provide shape cards as part of a guessing game. Each card provides differentiation and modifications that support, challenge, and extend learning. Guidance for additional support explains that teachers, “Place pattern blocks and/or cut-out shapes on the table that represent each possible shape. As you describe each card, encourage children to look at the shapes on the table, and point to and name the one that matches your description.” Challenge guidance suggests that children work with partners. “Have Partner A pull an Activity Card and give clues about the shape on the card. Partner B guesses the shape and confirms by looking at the card.” This process is repeated as Partner B gives the clues and Partner A guesses the shapes.</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. Materials in Theme 1, All About Me, begin with foundational skills in numeracy and literacy. As children progress through the themed materials, skills increase in complexity. The read-aloud choices demonstrate a commitment to the theme while also adhering to children’s developing literacy by beginning with shorter, easier understandable stories. For example,</p>

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			<p>the text in Theme 1, Week 1, Day 1, <i>Be Who You Are</i> includes singular simple sentences; while the following theme’s literacy read-aloud, Theme 2, Week 2, <i>Ofrenda</i>, includes pages with multiple sentences or more complex singular sentences. Theme 5 read-aloud texts include: <i>Happy in Our Skin</i>, <i>From Our Hands</i>, <i>How Do Dinosaurs Get Well Soon</i>, and <i>Please Play Safe! Penguin’s Guide to Playground Safety</i>. As texts progress in complexity, the corresponding children’s activities increase in complexity as well. For example, in Theme 2, children listen to the read-aloud text, <i>Ming Goes to School</i>, which contains large printed simple sentences. Literacy and numeracy skills are strengthened as the teacher asks, “How many words are in this title?” and then tells children to clap for each word. Before and after reading the teacher asks, “What does Ming do at school?” This guiding question is accompanied with scaffolded supports to support comprehension. In Theme 7, children listen to the read-aloud text, <i>Rabbit Moon</i>. The guiding question asks children to identify, “What wonderful things does Rabbit do?” Additional questions are more complex requiring children to make inferences such as, “Look! Raccoon is writing wishes. Where do you think he is sending his paper plane wishes?” and “It looks like Rabbit</p>

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			made a wish, too. Where do you think Rabbit is going?" Math lessons build throughout the materials reinforcing foundational skills such as counting. In Theme 2, Week 4, Day 1, Activity Cards focus on adding one more and quantifying using the last number counted up to 10. In Theme 6, Week 4, Day 1, the same Activity Cards focus on part and whole understanding to 5 with 10 listed as an additional challenge. Finally, Theme 8, Week 2, Day 1, moves on to a similar skill but with removing a manipulative from a group of 10 and then counting each part.
<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> 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 	<p>Yes</p>	<p>Language and literacy development is emphasized through resources and activities that support regular read-alouds of narrative and informational texts, frequent use of repeated readings, phonological awareness, and early stages of writing. Language and literacy are divided into their own components each with their own texts that are read aloud during large group, small group, vocabulary, and writing prompts. Read-aloud texts are structured around one book per week. The first read includes the introduction of the text and its vocabulary, but, as the week continues, each reread is focused on a particular skill or guiding question. On the last day of the week, children retell the story. Small group activities provide children the opportunity to build their skills</p>

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	<ul style="list-style-type: none"> • Print awareness and letter knowledge. <p>Applicable to Ages 3-4</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 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>through movement and hands-on activities and incorporate vocabulary words. A writing prompt encourages children to express their understanding of the concepts and vocabulary introduced and practiced throughout the week. In Theme 5, Week 2, Literacy instruction begins with reading aloud <i>From Our Hands</i>. Over the course of the week, children relate the text to the fruits and vegetables they like, where those foods come from, and how farmworkers help everyone. On Day 4, children make fruit salad to connect their learning from the story. On Day 5, children engage in a retell and reenactment of the story. The small group activities include forming letters with clay, naming beginning sounds of foods, and using magnetic letters to match to words in the read-aloud. In Theme 7, Week 4, the Language instruction read-aloud is <i>Water, Little Water</i>. During multiple close reads, children answer guiding questions such as “What can little water turn into?” and “What do we know about little water?” These questions connect to the main concept of taking care of the earth. On Day 5, children retell and reenact the story through movement and use of the vocabulary introduced throughout the week. Small Group instruction for the week involves children sorting pictures of water based on type and sorting</p>

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			<p>materials for recycling. Children also discuss the concept of “keep trying” and learn some Spanish words for things they are familiar with such as balloon and camera. Writing instruction can occur daily. Large group cards give suggestions for daily writing activities. The materials also include weekly writing prompts for language and literacy. In Theme 3, Week 1, the writing prompt for language is “Imagine a meal with yummy foods to taste and smell. What foods would it have?” and the literacy prompt is “Describe how you used all of your senses today.”</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; • Curiosity and exploration; • Creative thinking (e.g., pretending, make-believe play, role playing); and • Awareness of rules and responsibilities. 	Yes	<p>Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support understanding of basic math concepts, development of science concepts, perseverance and persistence to solve problems, curiosity and exploration, creative thinking, and awareness of rules and responsibilities. Cognitive development is addressed daily during math instruction and multiple times a week during science instruction. For example, in Theme 4, Week 1, the math focus is counting and operations. To begin, teachers “Call out numbers from 1 to 10 and ask children to hold up their fingers to show each number.” For numbers 2 to 9, the class discusses different combinations of fingers on</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>each hand. During Day 3, Circle Time, the teacher introduces addition. The teacher guides children to hold up three fingers on their left hand, hold up two fingers on their right hand, and then count all the fingers across both hands to show the total count. Themes include science or social living topics such as Theme 3, Let's Investigate, Theme 4, Discover Animals, and Theme 7, Our Earth. The three weekly read-aloud books as well as the related activities and recommended independent centers, including the pretend and learn center, relate to the common weekly unit. Science instruction corresponds with Math, Language and Literacy, and Independent Centers. In Theme 4, Week 1, Day 5, children Connect to Science by their ability to describe animals. In this lesson, the teacher names each animal in the book <i>Baby Animals With Their Families</i> as children "reply with a word or phrase that describes it." According to the Year-at-a-Glance, basic math concepts are addressed in many activities throughout the year. The daily Independent Center guidance provided in the teaching guide, such as Theme 1, Week 2, Day 3, fosters children's imaginations or curiosity depending on the situation. In this particular theme, children learn about feelings. In the Creativity Station, children create a heart out of clay, and, in the Pretend</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and Play Center, they describe how they would help someone having a hard time with feelings. Music and songs are also utilized to promote physical, social-emotional, and cognitive development. Music is incorporated during Circle Time and Story Time to support children’s development of gross-motor skills through movement and extended play.</p>
	<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. 	<p>Yes</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 following indicators of quality. Throughout the math instruction, the basis of counting and numbers is included in each topic, even when the lesson involves something else such as a read-aloud, shapes, or position words. For example, the Theme 2, Week 2 read-aloud story is <i>City Shapes</i>. Lessons for the week focus mostly on identifying shapes; however, lessons also focus on counting the sides of the shape and finding how many of each shape are found. In Theme 2, Week 4, Day 3, children practice counting skills following a reading of <i>Me and My Cars</i> by counting the number of wheels on the vehicles in the pictures of the book. Children continue their learning during</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>small groups by creating a parade of vehicles and counting the number of vehicles in their parade. In Theme 8, Week 1, Day 1, children practice counting objects and naming how many in all after reading <i>Mole Catches the Sky</i>. During Small Groups, children use counters to count Mole and her friends. Children move Mole’s friends into Mole’s house and count how many are in the house and how many are outside the house.</p>
	<p>Required 4d) Social-emotional learning is emphasized through resources and activities that support:</p> <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; <p>and</p> <p>Indicators consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p>	<p>Yes</p>	<p>Social-emotional learning is emphasized through resources and activities. Children are taught social-emotional skills using Mind Builders. The Mind Builder poster shares the many parts of social-emotional learning that are addressed throughout the materials and are categorized into Emotional Development, Social Development, Motivation and Creativity, and Executive Function. Emotional Development skills include items such as show self-awareness, show pride, and manage your feelings. Social Development skills include items such as engage with adults and peers, show empathy, and work together toward a goal. Motivation and Creativity skills include items such as show curiosity, talk and share, and make connections. Executive Function skills include items such as think before you act, take another point of view, and show flexible thinking. The skills are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>addressed throughout the materials and are continuous throughout the year. Instructional materials reference Mind Builder’s using an MB to signify an opportunity for teachers to engage children in these skills. The Implementation Guide also references self-regulation and strategies that teachers use to promote child self-regulation including calming emotion potion, mindfulness mantra, and fidget widgets. For example, in Theme 2, Week 4, Day 2, following the reading of <i>A Fire Truck Named Red</i>, the teacher activates the skill of taking another’s perspective by asking “Why do you think Rowan was being polite to Papa?” The teacher draws the child’s attention to how the character’s feelings change during the course of the book and asks how the children would feel. In Theme 5, Week 4, Day 2, the Mind Builder is used to teach children to respect others’ personal space. In Theme 8, Week 1, Day 2, Language, small group, children learn about the concept of working together. They view and discuss pictures of groups of people working together. Afterwards, the teacher challenges children to pretend they are climbing a mountain with friends during independent centers.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>5. ACTIVITIES/MATERIALS SUPPORTING FAMILY PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>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 children’s learning and development. The Family Bulletins and electronic resources available create a connection that families utilize for foster learning at home. Family engagement materials are shared monthly and weekly through various formats. All materials are available in both English and Spanish. Teachers encourage families to engage in daily activities. The Literacy, Theme 5, teaching guide provides weekly “Family Engagement” suggestions and materials. For example, children use a chat band throughout the week. They wear the band home to encourage discussion on the topic being learned. The website includes a section, The Family Exchange, where families can access e-readers, a song collection, as well as the teacher’s family printable activities. There are also family monthly engagement activities which encourage conversation between families and their children about the topics the children are learning in school.</p>
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p>	<p>Required</p> <p>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. Materials provide guidance and support on how to manage transition time within the day.</p>	<p>Yes</p>	<p>The materials are easy to use and well organized for children and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials provide guidance and support on how to</p>

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>manage transition time within the day. Teacher materials are easy to use with clear guidance for implementation. The materials are organized in a way that allows the teacher the opportunity to customize instruction based on the needs of the children. By selecting the Complete Program on the website, teachers can easily access all materials organized by theme. The Implementation Guide, as well as the other instructional guidance related to the selected theme, is included on each page of the site. A Theme Overview also provides another quick view of each week but without the details of the modules. Daily lessons include Large Group, Vocabulary Cards, Read-Aloud, and Activity Cards for Language, Literacy, and Math. The digital Teacher Hub includes digital copies of all materials and helps teachers organize and plan effective instruction. The Implementation Guide, Transitions, explains and provides four transition songs that can be utilized to move children into varied groupings and to prepare them for writing.</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 children’s interests in order to deepen motivation, enjoyment, and learning. Themes, read-aloud texts, and activities are planned around high-interest concepts for young children and directly correlate to real-world</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>experiences in order to deepen the child’s motivation, enjoyment, and learning. For example, the Implementation Guide explains that “The program supports integration of the independent learning centers proven to impact children’s learning and development” by offering children seven Independent Choice centers. Each theme is accompanied with a Teaching Guide that lists materials for Independent Centers as well as prompts for Purposeful Play Conversations. For example, the Theme 2, Week 1, Day 3, Independent Center, Purposeful Play, children have the opportunity to express their understanding of the weekly Concept Question “What do we do at school?” through listening and responding to audiobooks about school, pretending to be a teacher, drawing <i>Preschool Time</i> book characters, as well as manipulating blocks and magnetic letters. Purposeful Play Conversations include “How are the characters in the book the same? Different?” “Can you write about something you do every day at preschool?” and “What letter makes the sound you hear at the beginning of the word weep? Can you make that sound?” Children’s learning is deepened throughout the themes. Theme 3, Let’s Investigate includes an entire week about how things move and investigations of simple machines. In</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Theme 3, Week 4, Day 2, following a reading of the book <i>Seesaw</i>, children create a simple seesaw using materials from the block center and then use their seesaw as a scale to compare weights of objects. In Theme 6, Let's Create, children explore their creative side and engage in various artistic activities such as storytelling, dancing, singing, and the arts. In Theme 6, Week 3, Day 4, children use clay to make an animal.</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 used in a variety of ways to help children practice and develop new skills and require the most action on the part of the child. The materials offer teacher guidance for the use of safe, appropriate toys and manipulatives use, specifically within Independent Centers. The materials include many manipulatives that are used across themes and lessons in various ways such as pattern blocks, two color counters, magnifying glasses, connecting cubes, and attribute buttons for math centers and drawing and writing utensils for Literacy and Language centers. In Theme 7, Week 2, children use pattern blocks in a variety of ways. On Day 1, children pretend the pattern blocks are fall leaves and use them to make patterns. On Day 4, children use the pattern blocks to represent vegetables in a garden and use them to plan a garden. In Theme 3,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Week 1, pattern blocks are placed in the construction center and children are challenged to build various things with them including a snake and a house. In Theme 8, Week 3, children use striped shirts and wings in the Pretend center, a minute timer and magnifying glasses in the Math and Science center, and a mix of materials in the Art center such as pom poms, pipe cleaners, and eyes.</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 to support child needs and create interest in the instruction. Each theme includes read-aloud books in paperback and big book formats, Vocabulary Cards and Activity Cards with full color pictures to illustrate the learning, and Theme posters with guiding questions to encourage conversation. Materials shared between themes include a chart of Big Ideas that focus on the weekly concepts, Strategy Cards for comprehension strategies, Alphabet Books, a Mind Builders Poster, a Classroom Library, Number Cards, Alphabet Cards, and manipulatives. Little eReaders are in a digital library that can be used in the classroom and accessed at home by parents as well as a song collection that correlates with weekly learning.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<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</p> <p>7a) Assessments consistent with the <u>Louisiana Birth to Five Early Learning and Development Standards</u> 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 materials provide weekly Observational Checklists, Inventory Assessments, and a Writing Portfolio. Observational checklists are provided weekly that align to the goals and lessons being taught that week. Teachers complete Observational checklists for each week of every Theme and support teachers in checking children understanding and identifying children’s instructional needs. Teachers use the checklists throughout the week to monitor child learning during large group Circle Time and Story Time, small group activities, Independent Centers, meal time, outdoor time, and independent reading. As teachers observe children learning, they mark the child’s progress as always, sometimes, or not yet in achieving the goals for that week and include anecdotal comments. For example, the Observational Checklist for Theme 5, Week 3 includes the following skills for Literacy: Alphabet Knowledge “Identify at least 20 uppercase and 20 lowercase letters in isolation” and “Produce at least 20 letter-sound correspondences” and Read-Aloud Comprehension: “Use information to compare and contrast; Uses information to categorize,” “Relate</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>own experiences to those in books,” “Uses information to describe,” “Makes inferences,” and “Shares and repeats the details in a text.” Inventory assessments are used to monitor each child’s progress and are administered at the beginning, middle, and end of the year. The inventory assessments include booklets for Phonological Assessment, Alphabet Knowledge, Oral Language, Math, and Social Emotional Learning - Mind Builders. The teacher materials include directions for administering the assessments and sample activities that help familiarize children with the assessment task. Teachers record observations and information on the Observation Record which is also used three times a year with each assessment. For example, the Math Inventory assesses if the child can count aloud from 1-30, count objects and add objects in the Number and Operations section, sort objects by shape and color in the Sorting section, and find various patterns in the Patterns section. The Assessment Fact Sheet suggests creating a Writing Portfolio for each child to collect weekly Response Prompts which are completed at the conclusion of each learning block.</p>
	<p>Required 7b) Materials and activities promote an ongoing process that includes observation, documentation, reflection and</p>	<p>Yes</p>	<p>Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child’s</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>adaptation to meet each child’s interests and developmental needs in a variety of settings within the daily schedule.</p>		<p>interests and developmental needs in a variety of settings within the daily schedule. Teachers take notes and record observations on the Observational Checklists each week. Lessons include questions that can help assess a child’s learning during the lesson, and suggestions for supporting and challenging children are included in the Lesson Cards. Checklists include goals for multiple times of the day including large and small group, outdoor play, independent centers, and mealtimes. Before reading the read-aloud stories, the teacher shares the Guiding Question. After reading and discussing the story, the teacher revisits the Guiding Question to check for understanding. In Theme 4, Week 1, Day 1, the Guiding Question for Math read-aloud is “What is one way that animals care for their babies?” The support suggestion is “How do animals care for their babies when it is cold?” The challenge question is “How does your family care for you?” A child’s understanding of this concept is documented on the Observation Checklist in multiple places for language and science objectives. Additionally, each block has a daily, embedded writing progression. Theme 7, Week 1 demonstrates literacy, as the lesson progresses each day, through the following instructional structure:</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>modeled writing, shared writing, interactive writing, guided writing, and independent writing. With child participation, the teacher monitors the children throughout the week. The Writing Portfolio is also compared and assessed weekly.</p>
	<p>Required 7c) Assessment occurs frequently to assure that current knowledge of each child’s development is accurate.</p>	<p>Yes</p>	<p>Assessment occurs frequently to assure that current knowledge of each child’s development is accurate. Assessments occur frequently or at times that are beneficial for monitoring progress of a targeted skill. Materials include a range of assessment and progress monitoring opportunities, as well as opportunities for children to self-monitor. Formal assessments are administered one-to-one, last at least 20 minutes, and occur several times throughout the year. Informal assessments are ongoing and include observations, anecdotal notes, checklists, and portfolios. The materials include weekly Observational Assessments found in the Teacher Guides and Teacher Hub. Each Module Overview provides Observational Checklists for Language, Literacy, and Math, as well as, Executive Function, Motivation and Creativity, Social Development, social studies, and fine arts, for each week. Weekly anecdotal notes are quick, evidenced-based child notes that focus on “what the children can do rather than focusing on what they cannot do.” Checklists are found in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>individual modules and include objectives across all domains that are addressed during each week. Writing Portfolios also allow for opportunities for informal assessment. On Day 5 of each week, children respond to Response Prompts through drawing, writing, or telling stories that are filed in each individual child’s portfolio. The teacher uses information stored within the portfolio during both child and family conferences. Additionally, the materials support the Classroom Assessments Scoring System (CLASS) framework which focuses on positive climate, regard for child perspectives, instructional learning formats, concept development, quality feedback, and language modeling.</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 children. Each day, lessons include scaffolding options that allow the teacher the opportunity to children based on their individual developmental stages. Large group and small group lessons provide support and modifications based on the activity. Large group and small group activities include modifications for extra support and extending challenges. Small group also includes modifications for multilingual learners, sensory development, gross and fine motor</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>development, and speech support, among others. In Theme 4, Week 2, Day 3, multilingual support, during literacy small group, recommends English learning children to use puppets to help them illustrate what is happening in the picture cards. Within the same activity, teacher guidance for speech support recommends using yes and no questions and having children repeat sentences after the teacher. In Theme 8, Week 2, Day 4, gross motor support for the math activity suggests having children act out the activity rather than using manipulatives to represent the numbers.</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 children’s needs and interests. The materials and schedules suggest times for children to choose activities of interest, and lessons provide adjustments that address child needs. While various supports are provided for differentiating for individual child’s needs, these supports can be used to engage all children and allow teachers the opportunity to adjust lessons to meet the children’s interest. Additionally, large group activities employ extensive use of open-ended questions to engage children and allow them some ownership of their learning. The Implementation Guide, Suggested Schedules, full day example, breaks the day into three blocks. Each block</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>contains a forty-five minute Independent Center time, during which fifteen minutes children are pulled to small groups. The schedule also includes two outdoor twenty-five minutes choice times. Independent play in centers and outdoors allows children to choose topics and activities of their choice and interest. In Theme 2, Week 1, Day 4, children have a conversation with the teacher about kindness and why it is important. The teacher asks open-ended questions such as “Why should we be kind to each other?” allowing children to lead the conversation. The Extended Play activity encourages children to make artwork to decorate the school during center time. In Theme 5, Week 2, Day 1, fine motor support suggests allowing children to draw and cut out pictures of fruit rather than using cubes to represent fruit. Teachers use this as a choice for all children to allow children some ownership of their learning. Theme 4, Week 4, Large Group cards demonstrate the adjustments suggested based on children's needs. The cards provide support and challenge questions for Talk About It questions, as well as opportunities for children to individualize responses through questioning and writing, which, depending on the response, allows the teacher the ability to provide differentiated support.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION: <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> 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	Materials include a large majority of materials and activities that 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.
	2. Appropriateness of Curriculum Materials & Activities	Yes	Materials and activities focus on responsive caregiving, relationships, and emotional connection, while also providing guidance for routines that support the health and safety of children. Materials and activities 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,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			including large 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. Materials and activities 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 accelerate children’s background knowledge and vocabulary development. Materials offer 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, as well as, a pacing and time-estimate of the given literacy lessons appropriate for the targeted age group. Materials include phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree. Early stages of writing using a variety of tools, materials, and surfaces; and Regular opportunities to communicate through written

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>representation, symbols, and letters. Materials also include cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities. 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. Social-emotional learning is emphasized through resources and activities in healthy relationships, developing a positive self-identity, feelings, and beliefs that lead to successful decisions making, regulating emotions and behavior, and regulating 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 between teacher resources. Materials provide guidance and support on how to manage transition time within the day. Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning. Activities include use of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			safe and appropriate toys and manipulatives that can be used in a variety of ways to help children practice and develop new skills and require the most action on the part of the child and 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 ECE.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.