

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: **Ready to Shine**

Age Levels: **Three and Four**

Publisher: **Shine Early Learning**

Copyright: **2017**

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

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Within Parameters of Stnds. (Non-Negotiable)	2. Appropriateness of Materials (Non-Negotiable)
3. Complexity of Materials (Non-Negotiable)	4. Quality of Materials (Non-Negotiable)
5. Assessment (Non-Negotiable)	

To evaluate each set of submitted materials, begin by reviewing Column 2. If there is a “Yes” for all “Non-Negotiable” indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any “Non-Negotiable” indicators in Column 2, then the materials receive a “No” in Column 1. If an indicator has more than one component, a score of “Yes” must be received for every component in order to score an overall “Yes” on that indicator.

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.

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)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: TIER 1 AND 2 NON-NEGOTIABLES			
<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>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>Materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards. The curriculum is composed of 13 themes, with Theme 12, “Transformation,” containing a summer break. The themes contain informational text, as in Theme 8, “Water, Wind & Weather,” and fiction as in Theme 3, “Fairy Tales & Nursery Rhymes.” Each theme consists of a unit map, weekly lesson plans, and weekly activity packs.</p> <p>Approaches to Learning: AL3 is evidenced in the “Light and Shadow,” Theme 5, Week 1 lesson plan. The children analyze problems and draw on knowledge or experiences to seek solutions in free choice centers. The children are encouraged to build towers and create shadows using flashlights. Children use paper and writing utensils to trace shadows. The art center encourages the use of black paint and construction paper to add shadows in their artwork; and to use lamps/ flashlights to trace shadows. The experience is strengthened with books and print demonstrating shadows. The children have opportunities to analyze how shadows are formed using a</p>

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			<p>shadow box and taking the investigation outside with the use of natural sunlight to create shadows.</p> <p>Children meet the AL4 standard in the “Growing,” Theme 9 through the exploration of fruit. The children solve problems and learn new information through investigation. In Week 2 pp. 6-10, the Small Group Activity allows students to investigate similarities and differences among a variety of fruits. The children have opportunities to learn where fruit comes from, ex. a tree or bush. The activity includes time for students to “feel” a fruit while hidden in a bag. The children take note and discuss if it is round or long, hard or soft. After discussing the hidden fruit, it is revealed from the bag and children are offered opportunities to cut open the fruits using a plastic knife. The children gain new information on what’s inside of a fruit and if the seeds are edible. Children taste the fruit and graph information such as which was their favorite by taste. The lesson plan includes the following for a teacher to make note of: 1. How did the children work together/shared/waited turns? 2. Did the children compare the tastes/smells/textures/seeds/sizes/colors and other characteristics of fruits?</p> <p>Concept Development and General</p>

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			<p>Knowledge:</p> <p>Creative Thinking and Expression:</p> <p>CC2 is expressed during the "Transformation," Theme 12. In Week 1 pp. 5-6, the children participate in a Planned Read-Aloud of "Mouse Paint." The children develop an appreciation for visual arts through text and activities where children explore color. The children use the key vocabulary terms: dripped, mixed, stirred, and stiff when describing how color is used in their art. The children explore a variety of mediums to demonstrate how colors change when mixed. The children use colored cellophane and transparent materials along with red, yellow, and blue tempera and finger paints. The children have opportunities to explore dramatic play in each of the 13 themes. CC3 is demonstrated in the "Family and Friends," Theme 2 during Week 3, pp. 1-2 within the Planned Read-Aloud, "Farfallina and Marcel." The discussion and extension portion of the lesson includes a prop box with the inclusion of toy caterpillars, a gosling, a leaf, and a butterfly. The children are encouraged to re-enact the story in the library or dramatic play center using the props. The curriculum also suggests the children to be wrapped in a large sheet, toilet paper, or butcher paper to simulate bursting out of a chrysalis using their muscles to emerge.</p>

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			<p>Mathematics: The curriculum embeds counting in the daily activities. CM1 is demonstrated in Theme 4, "Farms, Markets, and Food," during Week 5, pp. 5-6. The Small Group Activity, "Family Dinner Wall Graph," allows children to understand numbers through counting and the activity uses many components for children to represent numerals. The children begin the lesson with a review of counting Antonio's family members using the book, "Let's Eat." The children use pictures to represent the number of family members from their own home. The teacher and children discuss how many parents/children are in each representation allowing for a discussion of comparing larger and smaller numerals and then combining numerals for a total of family members. The activity allows children the opportunity to write numerals on their drawings and to graph class results and a discussion of family sizes.</p> <p>CM2 is evidenced in Theme 7, "Mail and Friendship." The activities for Week 2 include opportunities to discuss patterns in everyday settings as well as practice in a group. The question of the day for Week 2 includes a template on p. 1. The children discuss similarities and differences when looking at two patterns. The discussion is not meant for</p>

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			<p>there to be a “right or wrong” response, rather this activity is used to access prior knowledge. The children practice patterning during a Planned Read-Aloud of "A Letter to Amy" on pp. 8-11. The lesson includes a patterns and problem-solving activity. The children create AB patterns using a variety of manipulatives and pattern cards. The teacher initiates and demonstrates an AB pattern and the children explore creating patterns on their own while orally discussing their goals and outcomes. The teacher provides individualized support with a 3-tiered approach. The teacher documents children’s progress using the Patterning and Problem-Solving Recording Sheet.</p> <p>Science: An example of science can be found in Theme 13, “Motion,” Planned Read Aloud, Week 2; the read aloud introduces children to a few simple machines- levers, wheels and axles, ramps and pulleys. Teachers focus on one machine during each reading so children can focus on one set of new concepts and vocabulary at a time. The teacher supports student engagement by showing samples of the simple machines they are focusing on with each reading (page 1).</p> <p>CS1 is demonstrated in Theme 8, “Water, Wind, and Weather.” The</p>

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			<p>children carry out the scientific inquiry process in the Small Group Activity, "Pipes in the Water Table," Week 3, pp. 6-7. The children experiment cause and effect while manipulating water in varying pipes and straws with differing lengths and widths. The children explore what happens when the water is poured through the pipes and observe changes to water flow when pipes are connected/disconnected. The teacher observes how the children engage and explore the water table as well as responses to questions such as, "how can the water be moved in different ways?"</p> <p>CS3 is addressed in Theme 10, "Insects and Spiders," Week 1, pp. 32-33, outlines a Small-Group Activity, "Playdough Insects" where children have opportunities to explore, observe, and describe the properties of an insect. The children classify insects with six legs and use basic vocabulary to describe similarities and differences. This activity allows for children to refer to previous charts where animals were classified as insects and non-insects. The teacher repeats and extends child-initiated conversations about insects, insect names, body parts, etc.</p> <p>Social Studies: An example of Social Studies integration</p>

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			<p>can be found in Theme 6, “Neighborhood,” Week 3, students conclude their study of the “Neighborhood” by delving deeper into concepts of trash and recycling (page 1).</p> <p>CSS2 is exemplified in Theme 2, “Family and Friends,” during Week 2, pp. 4-5, in the Small-Group Activity, “My Family Book.” The children describe people, events, and symbols of the past and present with drawings and written representations of their families. The children create their own books with images of family members past and present along with activities that their families do together in the community. The activity allows for the children to use their native languages when describing relatives. Theme 4, “Farms, Markets, and Food,” exposes children to their community with familiar experiences.</p> <p>CSS3 is developed in Week 3 pp. 5-6 with the Small Group Activity, “Aisle by Aisle: What Kinds of Things Do We Find Together in a Store?” The children identify geographic features in a supermarket such as where produce and the bakery may be found. The children illustrate simple maps to find specific locations in a supermarket using large sheets of paper and crayons/markers.</p>

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			<p>Language and Literacy Development: Language and Literacy Development is embedded throughout the curriculum in many activities. An example in Theme 7, "Mail & Friendship," Week 2, p. 2, Small Group Activities include children playing a game with words and some nursery rhymes). The children are able to say/sing the rhyme, then count how many words are in one of the nursery rhyme sentences. Theme 3, "Fairy Tales and Nursery Rhymes," Week 2, p. 17 also allows for the practice of rhyming, segmentation, and alliteration in the "Nursery Rhyme Wordplay" activity. The use of Planned Read-Alouds in the curriculum support LL4. In the "Fairy Tales and Nursery Rhymes," Theme 3 Week 1 p. 3, the children and teacher have a meaningful discussion of the story, "The Three Bears." The Planned Read-Aloud consists of a review and extension of the vocabulary terms: Fairy Tale, small, medium, large, family, forest, and blonde. To activate prior knowledge, the teacher asks the children to recall and retell the story from a previous reading of the familiar tale. The activity plans for questions and comments during the read aloud such as, "Did Goldilocks make a smart choice entering a house when there is nobody home? And, why do you think Goldilocks ran away when the bears came home?" The discussion and extension during the</p>

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			<p>lesson closure allows the children to identify characters and events from the story as well as extend responses to the print and use vocabulary terms in follow-up conversations/activities.</p> <p>Opportunities to practice LL6 are present in Theme 6, "Neighborhood," during Week 1, p. 23. The children participate in the activity, "#29 Rhyme with Me." The children recognize and produce rhymes with a silly game. The teacher begins a sentence and emphasizes one word in which the children will need to produce a rhyming word to complete the sentence. The teacher pauses for the response of a rhyme. For example, the teacher might say, "I saw a cat wearing a ____." The children fill in the blank. The activity is continued until the children can no longer attend to the activity.</p> <p>LL7 is implemented in Theme 7, "Mail and Friendship." In Week 3, pp. 20-21, the Small Group Activity, "Postcards" allows children to develop familiarity with writing implements, conventions, and emerging writing skills through the use of writing postcards to friends and family. The children are offered a variety of writing instruments such as pencils, crayons, and markers. The children use a combination of drawing and dictation in response to the Planned Read-Aloud,</p>

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			<p>“The Jolly Postman.” The children are emerged in print through the use of magazines that inspire the postcard creations. The teacher encourages a literacy rich discussion of why postcards are written and what makes a postcard special.</p> <p>Physical Well-Being and Motor Development: Children have multiple opportunities to develop small and large motor skills throughout the curriculum. Theme 5, “Light & Shadows” Week 2 pp. 7-8, the Small Group activity, “Letters Big & Small” gives students the options to practice small and large motor skills while identifying letters. An example of motor development in Theme 9, “Growing,” Week 3, under transition/Movement, children are encouraged to move like different animals. “If you were the largest land animal, the elephant, what sound would your feet make? How would you move if your body was really heavy? What if you were light like the pygmy shrew?” (etc.) Another example of motor development is in Theme 10, “Insects & Spiders,” Week 2, Transition/Movement: Encourage children to move like different animals. “If you were the largest land animal, the elephant, what sound would your feet make? How would you move if your body was really</p>

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			<p>heavy? What if you were light like the pygmy shrew?" (etc.).</p> <p>PM 4 is evident in Theme 9, "Growing," Week 4, pp. 2-3, through a Small-Group Activity, "Doctor's Office." The children gain an understanding of healthy habits and regular doctors' visits. The children act out the role of a doctor to gain an understanding of a why going to the doctor is important. The children gain an understanding of how their bodies grow and change as they get older.</p> <p>PM5 is emphasized in Theme 1, "All About Us," during the Pedestrian Safety Discussion in Week 3, pp. 5-6. The teacher and children discuss how to demonstrate safe behaviors when crossing a street. The children identify a Pedestrian Crossing sign and respond to the question, why do they think a pedestrian crossing sign is important? The children brainstorm safe practices when near a road or crossing a road by foot. The activity allows for children to share a writing experience with the teacher to create a list of safety rules when crossing a road. As an extension to the classroom discussion, the children have opportunities to practice "crossing a road" on the playground in pretend play or the children can observe roads through a neighborhood walk.</p>

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			<p>Social-Emotional Development: Social-emotional development is present throughout all themes in the curriculum. Theme 1, "All About Us" Week 4, encourages children to think about their own characteristics and what makes them special, as well as to compare size, as they create life-size cutouts of themselves(page 6). SE1- The children learn to develop healthy relationships and interactions with their peers and adults through a variety of Planned Read-Alouds. In Theme 2, "Families and Friends," Week 1, pp. 2-3, the children listen to and respond to the story, "No Matter What." The book sends a message of unconditional love and bonds between a parent and a child. The Read-Aloud builds empathy while activating prior knowledge with questions such as, "how do you show love for your family?" The children review Second Step Reading Cards with a variety of emotions to explore. SE3 Children are provided many opportunities throughout the day to carve their own goals and experiences through decision making. In the "Light and Shadows" Theme 5, Week 2, pp. 5-6, the children explore and manipulate shadows in the Small-Group Activity, "Measuring Shadows." The activity prompts children to recall information from previous lessons and then expand with ways to measure a shadow's length</p>

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			using a variety on “non-standard measuring tools.” The teacher observes the children’s attempt at using inch cubes as measuring tools and the children’s discussions of cause and effect.
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>2a) 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>	<p>Yes</p>	<p>Materials and activities are provided through both teacher-directed and child-initiated experiences. Children are given substantial opportunities to choose interest areas/learning centers within each daily lesson. All unit curriculum/lesson plans have lessons and activities that begin as teacher directed activities and move to activities that students can explore independently.</p> <p>The daily lesson plans for the Theme 11, “Roads, Rails, and Rivers” consist of multiple components that are both student-initiated and teacher led. The lesson plan allows for individualized teacher adjustments at the top of the template on p. 1. The teacher-led portions include Big Ideas, Read-aloud books, Key Vocabulary, Circle Time/Opening Meeting, Small-Group Activities, Movement (transitions). The Big Idea supports the themed activities and the Read-Alouds offer a variety of exposure to both Narrative and informational texts including titles such as “Trashy Town” by Andrea</p>

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			<p>Zimmerman and “Cars and Trucks (and other vehicles)” by Scholastic First Discovery. Circle time for this week includes guiding questions to match the theme. For example, “how did you get to school today?” The Small Group Activities for this week explore painting with vehicles, ramps, Play Yard Maps, and a Wheel/Circle Hunt. The student-initiated experiences include a Block Center, Dramatic Play area, Toys and Games, Art, Library/Writing, Discovery/Science, Sand and Water, Music and Movement, Computers, and Outdoor Play. The children have opportunities to explore each center within each weekly lesson plan and investigate materials. For this week’s plans, the following materials will be added for exploration: Blocks- add vehicles, street signs, writing tools to create maps, materials to build ramps, and pictures of roads. Dramatic Play- add maps, travel books, and pictures of places. Toys and Games- vehicle counters, vehicle picture-word cards (included templates from curriculum). Art- materials for creating building such as milk cartons. (Also, to be introduced in a small group activity.) Library/Writing- add additional transportation books, song charts for “Driver Song” or “Twinkle Twinkle Traffic Light.” Discovery/Science- (if available) “Take Apart” to include parts to bicycles</p>

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			<p>or other items with wheels. Sand and Water- add cars and trucks/street signs. Music and Movement- add stop sign to signal “stop and go” for music instruments to play. Outdoor Experiences- participation in the game, “Driving on a Road.”</p>
	<p>FOR ALL CURRICULUM TYPES: 2b) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (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>No</p>	<p>Although materials and activities allow opportunities for frequent practice of some skills using interactive and hands-on approaches, the curriculum lacks sufficient practice with letter recognition, letter/sound relationships, and math. In some weeks, there are no letter recognition activities. For example, in Theme 2, there is only one letter recognition activity, found in Week 1. In Theme 3, Week 1, there is focused assessment on whether children know letters and sounds, but no teacher directions for follow up on results. There are several shape and measuring activities in Unit 7) and patterning activities in Units 7, 8, and 9, but there are limited activities to help children develop number sense other than to count items on charts that they look at each day.</p>
	<p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.</p>	<p>Yes</p>	<p>Materials and activities are included that are culturally sensitive. The “Circle Time Rules” and “I Can Stay Safe at School” slide decks have a variety of photos that show children from culturally diverse backgrounds. Literature provided as read-alouds in Theme 1, “Family and</p>

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			<p>Friends,” depict families from many cultures. The Unit Map for “Family and Friends” lists additional text resources which are culturally sensitive.</p> <p>In Theme 1, “All About Us,” Week 2 pp. 11-12, the Activity Guide contains a Home-School Connection called, “Heritage Tree.” The class will create a tree with each leaf representing a different child/family. The leaf will share something about that family’s culture. The activity connects the child’s home to the classroom; it also notes that if a family is unable to complete the leaf, allow the child to create the leaf in the classroom to be included. Another example, in Theme 1, “All About Us,” Week 3, children continue to learn more about their classroom and each other. They focus on finding out what makes everyone special. Children have opportunities to share information about themselves (such as what they love, who is in their family, etc.(page1). This helps children develop a positive sense of self; respect each other’s similarities and differences; and increase their comfort in the classroom as they begin a new school year</p> <p>An example in Theme 2, “Family and Friends,” Week 1, children are encouraged to talk about who is in their family, allowing them to explore similarities and differences among the</p>

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	<p>FOR ALL CURRICULUM TYPES: 2d) 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>	<p>Yes</p>	<p>diversity of families in their classroom community (page 1).</p> <p>Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention. Each Unit Map gives specific activities and lessons that integrate various settings throughout the day. For example, Theme 13, "Motion," Lesson Plan Week 1, pp. 4-5, Part C, lists daily large group activities, (circle time/opening meeting activities) small group activities, read-alouds, and movement activities that are appropriate for the unit of study. Centers and Outdoor activities are also found in weekly unit plans.</p> <p>Theme 3, "Fairy Tales and Nursery Rhymes," Week 1, introduces children to the stories, "The Three Billy Goats Gruff," "Little Red Riding Hood," "Jack and the Beanstalk," and "Abiyoyo." The materials and activities provide for Family and Community Involvement, Circle Time/Opening Meeting, Planned Read-Aloud, Small-Group Activities, Movement Activities, and materials that relate to the theme. The week begins with a letter to parents offered in both English and Spanish encouraging families to share in storytelling at home. The Planned Read-Aloud of The Three Billy Goats Gruff during Week 1, p. 4,</p>

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			<p>offers key vocabulary such as Billy Goat, bridge, horns, and hooves (review small, medium, and large). The teacher activates prior knowledge with the props- a bridge and goat cut-outs. The activity allows for discussion and extensions through conversation. The Small Group Activity. The “Retelling of the Three Billy Goats Gruff,” Week 1, pp. 10-13, encourages children to retell the story using props. Materials added to the Weekly lesson plan include but are not limited to: 1. bears of different sizes and a blonde Doll to retell, Goldilocks and the Three Bears, in the Block area; 2. Varieties of small, medium, and large materials for children to sort in the Toys and Games Area; 3. Read-aloud books in the library area; 4. Digital copies of the Three Billy Goats Gruff in the computer area. Outdoor time allows for a game of “Simon Says: Fairy Tales and Nursery Rhymes Edition.”</p> <p>The curriculum themes provide materials and activities that are incorporated throughout a variety of settings. An example of Small Group activities that support a multisensory approach can be found in Theme 10, “Insects & Spiders,” in Week 2, the teacher refers to the read aloud book during the activity. The children explore measuring with nonstandard and standard units of measurement).</p>

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			<p>Another example in Theme 3, "Fairy Tales," Week 2, the teacher reviews small group activity forms and gathers/creates materials, including beanstalk-building materials; "porridge" ingredients; copies of Red Riding Hood illustrations; paper lunch bags and collage materials.</p>
	<p>FOR ALL CURRICULUM TYPES: 2e) Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	<p>Yes</p>	<p>Materials and activities are appropriate for the domains and skills they are intended to address. Theme 9, "Growing," Curriculum Plan, p. 3, Section B, lists materials that should be added to centers in order to enhance children's play. Materials listed are appropriate for the skills and lessons being taught in unit. All the units provide curriculum/lesson plans and each weekly plan lists appropriate materials needed. Parent Letters are provided in each unit. These parent letters provide information regarding the unit of study, gives suggested activities the families can do at home, and also asks for donations of appropriate materials which will be needed for each unit.</p> <p>Theme 2, "Family and Friends," includes literacy activities to address letter recognition. In the Small Group Activity, "Letter Sponge Painting," Week 1, pp. 7-8, the teacher's objective is for children to recognize and name letters. The activity provides letter-shaped sponges,</p>

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			<p>paint, construction paper, markers/pencils, and children’s name cards. The procedure has a beginning in which students view the supplies and identify already known letters from the alphabet. The activity proceeds with allowing children to paint/print with the sponges in individual ways. The activity provides tiered support to address all learners needs. The activity concludes with clean-up and a brief discussion of the letters that the children chose to express on their paper.</p> <p>The children have opportunities to practice CM1 when counting in the Small Group Activity, “Making Bean Soup” located in the “Farms, Markets, and Foods,” Theme 4, Week 4, pp. 5-6. The materials include a variety of beans such as lima, kidney, and black beans. The children discuss the differences among the beans- size, shape, and color. The children then choose a “recipe” card depicting a specific number of beans needed to make their “soup.” The children then choose and count the number of beans to add to their plate.</p>
<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 3a) 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. Beginning with the child and those closest and extending outward as evidenced in Theme 1, “All About Us,” Theme 2, “Family and Friends” and in Theme 3, “Fairy Tales and Nursery</p>

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			<p>Rhymes.” As the academic year progresses themes begin to incorporate more on a broader scale, such as, Theme 6, “Neighborhood” and Theme 8, “Water, Wind & Weather.” An example in Theme 10, “Insects & Spiders” Week 2, key vocabulary reflects a complexity over time with the inclusion of: enormous, huge, biggest, longest, smallest, part and whole (page 2).</p> <p>In the Activities PDF’s, the unit planned read-alouds are structured in a clear and logical order. The read-aloud plans list key vocabulary and also give explicit directions and sample questions for teachers to follow and use during Before Reading, During Reading, and After reading discussions. One example includes Theme 7, “Mail and Friendships,” through the Planned Read Aloud, “The Three Bears” p.5.</p> <p>The read-aloud text, “Farfallina and Marcel” is introduced in Theme 2, “Family and Friends,” Week 3 during the month of October and is re-visited in Theme 10, “Insects and Spiders,” Week 1, which falls at the end of the academic calendar (late April/early May). The first Planned Read-Aloud in Theme 2, “Family and Friends,” Week 3 pp. 1-3 the teacher-led focus is on the friendship formed between Farfallina and Marcel. The key vocabulary terms include:</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>friendship, caterpillar, gosling, butterfly, goose, change, and grow. The discussion is led by questions such as. How do Marcel and Farfallina help each other? The second Planned Read-Aloud in Theme 10, "Insects and Spiders," Week 1, p. 23. The key vocabulary no longer includes the words, "change and grow;" however the concepts of changing and growing are embedded in to the Planned Read-Aloud through questions such as, "Why didn't Farfallina and Marcel recognize each other right away?" and "How do you think they feel now that they've found each other again?" The lesson extends with a discussion on ways the children's bodies change and grow.</p>
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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 <p>Examples: Using read-aloud materials (books, songs, rhymes,</p>	<p>No</p>	<p>Although there are some opportunities, for example during transitions, to participate and practice phonological awareness skills that have students manipulate sounds and "play" with sounds and words, there is an insufficient amount of daily explicit instruction on letters and letter/sound awareness. In the "Farms Unit" Week 1, Lesson, "Rough vs Smooth," the students are encouraged to explore writing on different types of materials with different textures. During the lesson the students are encouraged to write letters and examples for guiding students at each tier are given, but explicit teaching of a letter(s) does not</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>etc.) that make meaningful connections within a topic; interactive questions addressing the content knowledge provided through materials/activities; phonological awareness using interactive activities; scribble writing and use of letters and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children’s understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p>		<p>take place. In the “You Might Document” section teachers are encouraged to document students’ ability to identify letters and write letters, but specific lessons regarding letters and/or letter formation were not introduced. In the “Mail/Friends Unit” Week 1, small group lesson “Stamps and Ink” the overview states, “The students will be able to explore stamps and ink pads and have the opportunity to build alphabet knowledge.” In the activity teachers again are given suggestions and examples on how to provide support for students in each tier, but again the opportunity to use the activity to provide direct instruction on letters and/or letter sounds does not occur. Later in the Mail/Friends Unit, the activity “Alphabet Knowledge” which is labeled also as Direct Assessment provides assessments to individually assess students’ letter and sound awareness, but the activities provided prior to the assessment do not focus on specific letter/sound instruction.</p>
	<p>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 Louisiana Birth to Five Early Learning and Development Standards.</p>	<p>No</p>	<p>Math lessons and instruction are provided in each unit and the skills introduced are appropriate for students, but explicit math instruction, particularly in regard to number sense, is lacking. There are weekly opportunities during centers for students to explore math materials, but the chances for these experiences are limited. There are no</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>clear teacher directions on promoting math skills through center activities.</p> <p>In the “Mail/Friends Unit” Week 1 the “Stamps and Ink Pads” activity allows students to explore with stamps and ink pads. At the end of the activity, suggestions are given to teachers and activity directions state, “Where appropriate encourage counting and observation about number,” but there are no specific instructions provided to assist the teacher in promoting growth. Another example of the limited math experiences is the “All About Us” theme. The unit map does not have a section labeled math and the unit includes few math activities. Although math materials are appropriate and suitable for understanding of numbers, the limited practice and lack of daily experiences is not sufficient to support development of these critical skills.</p>
	<p>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 • Promote children’s development of perseverance and persistence in solving problems 	Yes	<p>Math materials and activities promote children’s acquisition and use of the language and vocabulary of math, conceptual understanding of math content, and children’s development of perseverance and persistence in solving problems. The concepts of patterning and vocabulary used when creating and extending patterns are evident in the theme, “Family and Friends.” Week 2 includes the Small Group Activity, “Pattern Beads.” The children engage in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>understanding and creating patterns using a variety of materials. The teacher models a pattern while stating, “the red and blue are taking turns.” The children are provided choices in extending or creating their own patterns. The activity promotes student conversation to complete the tasks. In Theme 3, “Fairy Tales & Nursery Rhymes,” activities, Week 2, students use a variety of materials to create beanstalks. Making 3-dimensional constructions allows children to represent their ideas in various ways and helps children understand spatial relationships (i.e. height, depth, and width). Academic vocabulary is introduced and used throughout the units. Math inquiry is encouraged in many of the lessons and activities. Students are allowed to manipulate center materials and encouraged to develop problem solving skills. In Unit 8 Water, Wind, & Weather, students are encouraged to weigh and compare natural items, explore patterns, and chart and tally daily weather.</p>
	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided (e.g., explicit instructions on how to use materials or conduct lessons).</p>	<p>Yes</p>	<p>Adequate explanatory materials for teachers are provided for each of the lesson activities. The materials are adequate for teachers; each of the 13 themes has a road map for the theme which consolidates content of each week’s lesson plan with materials list which enables advance planning. Theme</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>1, "All About Us," Week 3, p. 11, provides an overview, a list of objectives, materials list, and step by step procedures with reminders to assess students. Teacher procedures are separated into Beginning, middle, and end of lesson activities. This format is consistent throughout all units and activities. The Small-Group Activity, "Make It Stop" from Theme 13, "Motion," Week 1, pp. 16-24, outlines the explanation of materials and instructions the teacher needs to implement activities. The activity outline includes an overview, an objective, materials, and procedure outline complete with a beginning, middle, and ending, and suggestions for what the teacher may choose to document. In the Planned Read-Aloud, How Do You Lift a Lion from Theme 13, "Motion," Week 2, pp. 1-2, the teacher is provided the printed book with a brief synopsis of the book's theme and key vocabulary. The explicit steps provide actions for before, during, and after the read-aloud along with gentle reminders of how to conduct a read-aloud.</p>
<p>5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.</p>	<p>FOR ALL CURRICULUM TYPES: 5a) 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 are consistent with the Louisiana Birth to Five Early Learning and Development Standards. The curriculum provides assessments through anecdotal note taking evident and the closure of each planned read-aloud. The school readiness goals are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>aligned to the Headstart Early Learning Outcomes Framework (HSELOF) and Teaching Strategies Gold Objectives and Dimensions. The school readiness goals address “Social Emotional Development, Approaches to Learning and Play, Language and Literacy, Mathematics and Science, Social Studies, The Arts, and Physical Development.”</p> <p>“Growing,” Theme 9, Week 4, contains an embedded assessment in the small group activity, and the ELS documentation guide, “Shape Garden.” The teacher takes note of how children respond to questions about the characteristics of shapes and how they manipulate them. Each theme contains embedded and direct assessments. Additional materials include a school readiness goal alignment chart and teachers create an ILP, a specific objective for each child, related to a school readiness goal/assessment item that remains constant throughout the theme. Theme 3, “Fairy Tales and Nursery Rhymes,” Week 2, pp. 8-9, include embedded assessment documents for teachers to record observations of individuals. On pp. 19-20, a different assessment document is included and is used to site observations while children participate in activities which foster the development of language manipulation.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>FOR ALL CURRICULUM TYPES: 5b) Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	<p>Yes</p>	<p>Methods to assess children’s learning are embedded throughout activities. Direct assessments are supported through individual tasks. In Theme 7, “Mail and Friendship,” the children are assessed on their knowledge of counting, numeral recognition, and functional counting in Week 2, pp. 23-24. Assessments are embedded in the unit activities. The activities PDF document gives specific information regarding student observations. Theme 9, “Growing,” Week 1, p. 22, includes sections labeled, “Procedure for Ongoing Observation” and “What To Document.” In these sections, suggestions are given regarding child assessment, observation, and documentation. The embedded assessment, “Envelope Shapes” in Theme 7, “Mail and Friendship,” Week 3, pp. 10-11, assesses the children’s knowledge of shapes, spatial relationship knowledge, and ways to use shapes. An additional example can be found in Theme 6, “Neighborhood,” Week 1. An embedded assessment during transitions is provided. The teacher implements “Neighborhood Silly Sentences,” individually or in small groups, during transitions such as handwashing or meal time. The teacher documents an observation of each child’s ability to repeat alliteration, create alliteration, and/or separate</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			words into syllables (page 2). Another example in Theme 6, "Neighborhood," Week 1, includes the embedded assessment during the "Counting Coins" small group activity; the teacher documents an observation of each child's number/counting skills. Pay attention to details such as, "Can child count accurately, and if so to what number? Does he understand cardinality? Does child compare amounts of coins or do any simple number operations?"
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 6a) Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	FOR ALL CURRICULUM TYPES: 6b) Additional/supplemental materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment and learning.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards.	FOR ALL CURRICULUM TYPES: 7a) Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 7b) Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 8a) Provides a variety of activities to extend learning from the classroom into the home.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
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			
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. Approaches to Learning: AL3 is evidenced in the “Light and Shadow” theme, Week 1 lesson plan. Children meet the AL4 standard in the “Growing” theme through the exploration of fruit. The children solve problems and learn new information through investigation.
	2. Appropriateness of Curriculum Materials and Activities	No	Although materials and activities allow opportunities for frequent practice of some skills using interactive and hands-on approaches, the curriculum lacks sufficient practice with letter recognition, letter/sound relationships,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and math.
	3. Complexity of Curriculum Materials and Activities	Yes	Materials and activities present a logical and coherent progression of complexity over time. The read-aloud text, “Farfallina and Marcel” is introduced in the theme, “Family and Friends,” Week 3 during the month of October and is re-visited in the theme, “Insects and Spiders,” Week 1, which falls at the end of the academic calendar (late April/early May).
	4. Quality of Curriculum Materials and Activities	No	Although there are some opportunities, for example during transitions, to participate and practice phonological awareness skills that have students manipulate sounds and “play” with sounds and words, there is an insufficient amount of daily explicit instruction on letters and letter/sound awareness.
	5. Assessment	Yes	Assessments are consistent with the Louisiana Birth to Five Early Learning and Development Standards. The curriculum provides assessments through anecdotal note taking and the closure of each planned read-aloud. Methods to assess children’s learning are embedded throughout activities. Direct assessments are supported through individual tasks.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8. Activities/Materials Supporting Parental Participation	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			

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 2018-2019 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Ascension, Avoyelles, Bossier, Caddo, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, InspireNOLA, Jefferson, Lafayette, Lincoln, Livingston, Orleans, Ouachita, Pointe Coupee, Rapides, Recovery School District, RSD – FirstLine, RSD – NOCP, St. Charles, St. James, St. John the Baptist, St. Mary, St. Tammany, Tangipahoa, Vermilion, West Baton Rouge, and Zachary. This review represents the work of current classroom teachers with experience in grades PreK-5.

Appendix I.

Publisher Response

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: **Ready to Shine**

Age Levels: **Three and Four**

Publisher: **Shine Early Learning**

Copyright: **2017**

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

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Within Parameters of Stnds. (Non-Negotiable)	2. Appropriateness of Materials (Non-Negotiable)
3. Complexity of Materials (Non-Negotiable)	4. Quality of Materials (Non-Negotiable)
5. Assessment (Non-Negotiable)	

To evaluate each set of submitted materials, begin by reviewing Column 2. If there is a “Yes” for all “Non-Negotiable” indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any “Non-Negotiable” indicators in Column 2, then the materials receive a “No” in Column 1. If an indicator has more than one component, a score of “Yes” must be received for every component in order to score an overall “Yes” on that indicator.

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.

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)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
SECTION I: TIER 1 AND 2 NON-NEGOTIABLES				
<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>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>Materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards. The curriculum is composed of 13 themes, with Theme 12, “Transformation,” containing a summer break. The themes contain informational text, as in Theme 8, “Water, Wind & Weather,” and fiction as in Theme 3, “Fairy Tales & Nursery Rhymes.” Each theme consists of a unit map, weekly lesson plans, and weekly activity packs.</p> <p>Approaches to Learning: AL3 is evidenced in the “Light and Shadow,” Theme 5, Week 1 lesson plan. The children analyze problems and draw on knowledge or experiences to seek solutions in free choice centers. The children are encouraged to build towers and create shadows using flashlights. Children use paper and writing utensils to trace shadows. The art center encourages the use of black paint and construction paper to add shadows in their artwork; and to use lamps/ flashlights to trace shadows. The experience is strengthened with books and print demonstrating shadows. The children have opportunities to analyze how shadows are formed using a</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
			<p>shadow box and taking the investigation outside with the use of natural sunlight to create shadows.</p> <p>Children meet the AL4 standard in the “Growing,” Theme 9 through the exploration of fruit. The children solve problems and learn new information through investigation. In Week 2 pp. 6-10, the Small Group Activity allows students to investigate similarities and differences among a variety of fruits. The children have opportunities to learn where fruit comes from, ex. a tree or bush. The activity includes time for students to “feel” a fruit while hidden in a bag. The children take note and discuss if it is round or long, hard or soft. After discussing the hidden fruit, it is revealed from the bag and children are offered opportunities to cut open the fruits using a plastic knife. The children gain new information on what’s inside of a fruit and if the seeds are edible. Children taste the fruit and graph information such as which was their favorite by taste. The lesson plan includes the following for a teacher to make note of: 1. How did the children work together/shared/waited turns? 2. Did the children compare the tastes/smells/textures/seeds/sizes/colors and other characteristics of fruits?</p> <p>Concept Development and General</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
			<p>Knowledge: Creative Thinking and Expression: CC2 is expressed during the "Transformation," Theme 12. In Week 1 pp. 5-6, the children participate in a Planned Read-Aloud of "Mouse Paint." The children develop an appreciation for visual arts through text and activities where children explore color. The children use the key vocabulary terms: dripped, mixed, stirred, and stiff when describing how color is used in their art. The children explore a variety of mediums to demonstrate how colors change when mixed. The children use colored cellophane and transparent materials along with red, yellow, and blue tempera and finger paints. The children have opportunities to explore dramatic play in each of the 13 themes. CC3 is demonstrated in the "Family and Friends," Theme 2 during Week 3, pp. 1-2 within the Planned Read-Aloud, "Farfallina and Marcel." The discussion and extension portion of the lesson includes a prop box with the inclusion of toy caterpillars, a gosling, a leaf, and a butterfly. The children are encouraged to re-enact the story in the library or dramatic play center using the props. The curriculum also suggests the children to be wrapped in a large sheet, toilet paper, or butcher paper to simulate bursting out of a chrysalis using their muscles to emerge.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
			<p>Mathematics: The curriculum embeds counting in the daily activities. CM1 is demonstrated in Theme 4, "Farms, Markets, and Food," during Week 5, pp. 5-6. The Small Group Activity, "Family Dinner Wall Graph," allows children to understand numbers through counting and the activity uses many components for children to represent numerals. The children begin the lesson with a review of counting Antonio's family members using the book, "Let's Eat." The children use pictures to represent the number of family members from their own home. The teacher and children discuss how many parents/children are in each representation allowing for a discussion of comparing larger and smaller numerals and then combining numerals for a total of family members. The activity allows children the opportunity to write numerals on their drawings and to graph class results and a discussion of family sizes.</p> <p>CM2 is evidenced in Theme 7, "Mail and Friendship." The activities for Week 2 include opportunities to discuss patterns in everyday settings as well as practice in a group. The question of the day for Week 2 includes a template on p. 1. The children discuss similarities and differences when looking at two patterns. The discussion is not meant for</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
			<p>there to be a “right or wrong” response, rather this activity is used to access prior knowledge. The children practice patterning during a Planned Read-Aloud of "A Letter to Amy" on pp. 8-11. The lesson includes a patterns and problem-solving activity. The children create AB patterns using a variety of manipulatives and pattern cards. The teacher initiates and demonstrates an AB pattern and the children explore creating patterns on their own while orally discussing their goals and outcomes. The teacher provides individualized support with a 3-tiered approach. The teacher documents children’s progress using the Patterning and Problem-Solving Recording Sheet.</p> <p>Science: An example of science can be found in Theme 13, “Motion,” Planned Read Aloud, Week 2; the read aloud introduces children to a few simple machines- levers, wheels and axles, ramps and pulleys. Teachers focus on one machine during each reading so children can focus on one set of new concepts and vocabulary at a time. The teacher supports student engagement by showing samples of the simple machines they are focusing on with each reading (page 1).</p> <p>CS1 is demonstrated in Theme 8, “Water, Wind, and Weather.” The</p>	

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			<p>children carry out the scientific inquiry process in the Small Group Activity, "Pipes in the Water Table," Week 3, pp. 6-7. The children experiment cause and effect while manipulating water in varying pipes and straws with differing lengths and widths. The children explore what happens when the water is poured through the pipes and observe changes to water flow when pipes are connected/disconnected. The teacher observes how the children engage and explore the water table as well as responses to questions such as, "how can the water be moved in different ways?"</p> <p>CS3 is addressed in Theme 10, "Insects and Spiders," Week 1, pp. 32-33, outlines a Small-Group Activity, "Playdough Insects" where children have opportunities to explore, observe, and describe the properties of an insect. The children classify insects with six legs and use basic vocabulary to describe similarities and differences. This activity allows for children to refer to previous charts where animals were classified as insects and non-insects. The teacher repeats and extends child-initiated conversations about insects, insect names, body parts, etc.</p> <p>Social Studies: An example of Social Studies integration</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
			<p>can be found in Theme 6, “Neighborhood,” Week 3, students conclude their study of the “Neighborhood” by delving deeper into concepts of trash and recycling (page 1).</p> <p>CSS2 is exemplified in Theme 2, “Family and Friends,” during Week 2, pp. 4-5, in the Small-Group Activity, “My Family Book.” The children describe people, events, and symbols of the past and present with drawings and written representations of their families. The children create their own books with images of family members past and present along with activities that their families do together in the community. The activity allows for the children to use their native languages when describing relatives. Theme 4, “Farms, Markets, and Food,” exposes children to their community with familiar experiences.</p> <p>CSS3 is developed in Week 3 pp. 5-6 with the Small Group Activity, “Aisle by Aisle: What Kinds of Things Do We Find Together in a Store?” The children identify geographic features in a supermarket such as where produce and the bakery may be found. The children illustrate simple maps to find specific locations in a supermarket using large sheets of paper and crayons/markers.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
			<p>Language and Literacy Development: Language and Literacy Development is embedded throughout the curriculum in many activities. An example in Theme 7, "Mail & Friendship," Week 2, p. 2, Small Group Activities include children playing a game with words and some nursery rhymes). The children are able to say/sing the rhyme, then count how many words are in one of the nursery rhyme sentences. Theme 3, "Fairy Tales and Nursery Rhymes," Week 2, p. 17 also allows for the practice of rhyming, segmentation, and alliteration in the "Nursery Rhyme Wordplay" activity. The use of Planned Read-Alouds in the curriculum support LL4. In the "Fairy Tales and Nursery Rhymes," Theme 3 Week 1 p. 3, the children and teacher have a meaningful discussion of the story, "The Three Bears." The Planned Read-Aloud consists of a review and extension of the vocabulary terms: Fairy Tale, small, medium, large, family, forest, and blonde. To activate prior knowledge, the teacher asks the children to recall and retell the story from a previous reading of the familiar tale. The activity plans for questions and comments during the read aloud such as, "Did Goldilocks make a smart choice entering a house when there is nobody home? And, why do you think Goldilocks ran away when the bears came home?" The discussion and extension during the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
			<p>lesson closure allows the children to identify characters and events from the story as well as extend responses to the print and use vocabulary terms in follow-up conversations/activities.</p> <p>Opportunities to practice LL6 are present in Theme 6, "Neighborhood," during Week 1, p. 23. The children participate in the activity, "#29 Rhyme with Me." The children recognize and produce rhymes with a silly game. The teacher begins a sentence and emphasizes one word in which the children will need to produce a rhyming word to complete the sentence. The teacher pauses for the response of a rhyme. For example, the teacher might say, "I saw a cat wearing a ____." The children fill in the blank. The activity is continued until the children can no longer attend to the activity.</p> <p>LL7 is implemented in Theme 7, "Mail and Friendship." In Week 3, pp. 20-21, the Small Group Activity, "Postcards" allows children to develop familiarity with writing implements, conventions, and emerging writing skills through the use of writing postcards to friends and family. The children are offered a variety of writing instruments such as pencils, crayons, and markers. The children use a combination of drawing and dictation in response to the Planned Read-Aloud,</p>	

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			<p>“The Jolly Postman.” The children are emerged in print through the use of magazines that inspire the postcard creations. The teacher encourages a literacy rich discussion of why postcards are written and what makes a postcard special.</p> <p>Physical Well-Being and Motor Development: Children have multiple opportunities to develop small and large motor skills throughout the curriculum. Theme 5, “Light & Shadows” Week 2 pp. 7-8, the Small Group activity, “Letters Big & Small” gives students the options to practice small and large motor skills while identifying letters. An example of motor development in Theme 9, “Growing,” Week 3, under transition/Movement, children are encouraged to move like different animals. “If you were the largest land animal, the elephant, what sound would your feet make? How would you move if your body was really heavy? What if you were light like the pygmy shrew?” (etc.) Another example of motor development is in Theme 10, “Insects & Spiders,” Week 2, Transition/Movement: Encourage children to move like different animals. “If you were the largest land animal, the elephant, what sound would your feet make? How would you move if your body was really</p>	

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			<p>heavy? What if you were light like the pygmy shrew?" (etc.).</p> <p>PM 4 is evident in Theme 9, "Growing," Week 4, pp. 2-3, through a Small-Group Activity, "Doctor's Office." The children gain an understanding of healthy habits and regular doctors' visits. The children act out the role of a doctor to gain an understanding of a why going to the doctor is important. The children gain an understanding of how their bodies grow and change as they get older.</p> <p>PM5 is emphasized in Theme 1, "All About Us," during the Pedestrian Safety Discussion in Week 3, pp. 5-6. The teacher and children discuss how to demonstrate safe behaviors when crossing a street. The children identify a Pedestrian Crossing sign and respond to the question, why do they think a pedestrian crossing sign is important? The children brainstorm safe practices when near a road or crossing a road by foot. The activity allows for children to share a writing experience with the teacher to create a list of safety rules when crossing a road. As an extension to the classroom discussion, the children have opportunities to practice "crossing a road" on the playground in pretend play or the children can observe roads through a neighborhood walk.</p>	

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			<p>Social-Emotional Development: Social-emotional development is present throughout all themes in the curriculum. Theme 1, "All About Us" Week 4, encourages children to think about their own characteristics and what makes them special, as well as to compare size, as they create life-size cutouts of themselves(page 6). SE1- The children learn to develop healthy relationships and interactions with their peers and adults through a variety of Planned Read-Alouds. In Theme 2, "Families and Friends," Week 1, pp. 2-3, the children listen to and respond to the story, "No Matter What." The book sends a message of unconditional love and bonds between a parent and a child. The Read-Aloud builds empathy while activating prior knowledge with questions such as, "how do you show love for your family?" The children review Second Step Reading Cards with a variety of emotions to explore. SE3 Children are provided many opportunities throughout the day to carve their own goals and experiences through decision making. In the "Light and Shadows" Theme 5, Week 2, pp. 5-6, the children explore and manipulate shadows in the Small-Group Activity, "Measuring Shadows." The activity prompts children to recall information from previous lessons and then expand with ways to measure a shadow's length</p>	

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			using a variety on “non-standard measuring tools.” The teacher observes the children’s attempt at using inch cubes as measuring tools and the children’s discussions of cause and effect.	
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>2a) 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>	<p>Yes</p>	<p>Materials and activities are provided through both teacher-directed and child-initiated experiences. Children are given substantial opportunities to choose interest areas/learning centers within each daily lesson. All unit curriculum/lesson plans have lessons and activities that begin as teacher directed activities and move to activities that students can explore independently.</p> <p>The daily lesson plans for the Theme 11, “Roads, Rails, and Rivers” consist of multiple components that are both student-initiated and teacher led. The lesson plan allows for individualized teacher adjustments at the top of the template on p. 1. The teacher-led portions include Big Ideas, Read-aloud books, Key Vocabulary, Circle Time/Opening Meeting, Small-Group Activities, Movement (transitions). The Big Idea supports the themed activities and the Read-Alouds offer a variety of exposure to both Narrative and informational texts including titles such as “Trashy Town” by Andrea</p>	

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			<p>Zimmerman and “Cars and Trucks (and other vehicles)” by Scholastic First Discovery. Circle time for this week includes guiding questions to match the theme. For example, “how did you get to school today?” The Small Group Activities for this week explore painting with vehicles, ramps, Play Yard Maps, and a Wheel/Circle Hunt. The student-initiated experiences include a Block Center, Dramatic Play area, Toys and Games, Art, Library/Writing, Discovery/Science, Sand and Water, Music and Movement, Computers, and Outdoor Play. The children have opportunities to explore each center within each weekly lesson plan and investigate materials. For this week’s plans, the following materials will be added for exploration: Blocks- add vehicles, street signs, writing tools to create maps, materials to build ramps, and pictures of roads. Dramatic Play- add maps, travel books, and pictures of places. Toys and Games- vehicle counters, vehicle picture-word cards (included templates from curriculum). Art- materials for creating building such as milk cartons. (Also, to be introduced in a small group activity.) Library/Writing- add additional transportation books, song charts for “Driver Song” or “Twinkle Twinkle Traffic Light.” Discovery/Science- (if available) “Take Apart” to include parts to bicycles</p>	

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			<p>or other items with wheels. Sand and Water- add cars and trucks/street signs. Music and Movement- add stop sign to signal “stop and go” for music instruments to play. Outdoor Experiences- participation in the game, “Driving on a Road.”</p>	
	<p>FOR ALL CURRICULUM TYPES: 2b) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (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>No</p>	<p>Although materials and activities allow opportunities for frequent practice of some skills using interactive and hands-on approaches, the curriculum lacks sufficient practice with letter recognition, letter/sound relationships, and math. In some weeks, there are no letter recognition activities. For example, in Theme 2, there is only one letter recognition activity, found in Week 1. In Theme 3, Week 1, there is focused assessment on whether children know letters and sounds, but no teacher directions for follow up on results. There are several shape and measuring activities in Unit 7) and patterning activities in Units 7, 8, and 9, but there are limited activities to help children develop number sense other than to count items on charts that they look at each day.</p>	<p>This is also an area that we have identified for improvement, and as a result, we have been successfully piloting new small group activities that focus on letter names, sounds, print concepts, number recognition, one to one correspondence, comparing quantities and number operations.</p> <p>During the pilot phase, we are working closely with teachers and external evaluators to collect feedback on process and outcomes that are being used to make refinements as necessary.</p> <p>based on our mid year evaluation, we have found that children in the pilot classrooms are showing higher gains than students in control classroom on the TOPEL and TEMA.</p> <p>As a result of our promising outcome data, we plan to fully integrate these new small group activities that focus on language and literacy development into our full curriculum in the 2019-20 school year.</p>

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	<p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.</p>	<p>Yes</p>	<p>Materials and activities are included that are culturally sensitive. The "Circle Time Rules" and "I Can Stay Safe at School" slide decks have a variety of photos that show children from culturally diverse backgrounds. Literature provided as read-alouds in Theme 1, "Family and Friends," depict families from many cultures. The Unit Map for "Family and Friends" lists additional text resources which are culturally sensitive.</p> <p>In Theme 1, "All About Us," Week 2 pp. 11-12, the Activity Guide contains a Home-School Connection called, "Heritage Tree." The class will create a tree with each leaf representing a different child/family. The leaf will share something about that family's culture. The activity connects the child's home to the classroom; it also notes that if a family is unable to complete the leaf, allow the child to create the leaf in the classroom to be included. Another example, in Theme 1, "All About Us," Week 3, children continue to learn more about their classroom and each other. They focus on finding out what makes everyone special. Children have opportunities to share information about themselves (such as what they love, who is in their family, etc.(page1). This helps children develop a positive sense of self; respect each other's similarities and differences; and increase</p>	

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			<p>their comfort in the classroom as they begin a new school year</p> <p>An example in Theme 2, “Family and Friends,” Week 1, children are encouraged to talk about who is in their family, allowing them to explore similarities and differences among the diversity of families in their classroom community (page 1).</p>	
	<p>FOR ALL CURRICULUM TYPES:</p> <p>2d) 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>	<p>Yes</p>	<p>Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention. Each Unit Map gives specific activities and lessons that integrate various settings throughout the day. For example, Theme 13, “Motion,” Lesson Plan Week 1, pp. 4-5, Part C, lists daily large group activities, (circle time/opening meeting activities) small group activities, read-alouds, and movement activities that are appropriate for the unit of study. Centers and Outdoor activities are also found in weekly unit plans.</p> <p>Theme 3, “Fairy Tales and Nursery Rhymes,” Week 1, introduces children to the stories, “The Three Billy Goats Gruff,” “Little Red Riding Hood,” “Jack and the Beanstalk,” and “Abiyoyo.” The materials and activities provide for Family and Community Involvement, Circle Time/Opening Meeting, Planned Read-Aloud, Small-Group Activities,</p>	

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			<p>Movement Activities, and materials that relate to the theme. The week begins with a letter to parents offered in both English and Spanish encouraging families to share in storytelling at home. The Planned Read-Aloud of The Three Billy Goats Gruff during Week 1, p. 4, offers key vocabulary such as Billy Goat, bridge, horns, and hooves (review small, medium, and large). The teacher activates prior knowledge with the props- a bridge and goat cut-outs. The activity allows for discussion and extensions through conversation. The Small Group Activity. The “Retelling of the Three Billy Goats Gruff,” Week 1, pp. 10-13, encourages children to retell the story using props. Materials added to the Weekly lesson plan include but are not limited to: 1. bears of different sizes and a blonde Doll to retell, Goldilocks and the Three Bears, in the Block area; 2. Varieties of small, medium, and large materials for children to sort in the Toys and Games Area; 3. Read-aloud books in the library area; 4. Digital copies of the Three Billy Goats Gruff in the computer area. Outdoor time allows for a game of “Simon Says: Fairy Tales and Nursery Rhymes Edition.”</p> <p>The curriculum themes provide materials and activities that are incorporated throughout a variety of settings. An example of Small Group</p>	

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			<p>activities that support a multisensory approach can be found in Theme 10, "Insects & Spiders," in Week 2, the teacher refers to the read aloud book during the activity. The children explore measuring with nonstandard and standard units of measurement). Another example in Theme 3, "Fairy Tales," Week 2, the teacher reviews small group activity forms and gathers/creates materials, including beanstalk-building materials; "porridge" ingredients; copies of Red Riding Hood illustrations; paper lunch bags and collage materials.</p>	
	<p>FOR ALL CURRICULUM TYPES: 2e) Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	<p>Yes</p>	<p>Materials and activities are appropriate for the domains and skills they are intended to address. Theme 9, "Growing," Curriculum Plan, p. 3, Section B, lists materials that should be added to centers in order to enhance children's play. Materials listed are appropriate for the skills and lessons being taught in unit. All the units provide curriculum/lesson plans and each weekly plan lists appropriate materials needed. Parent Letters are provided in each unit. These parent letters provide information regarding the unit of study, gives suggested activities the families can do at home, and also asks for donations of appropriate materials which will be needed for each unit.</p>	

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			<p>Theme 2, “Family and Friends,” includes literacy activities to address letter recognition. In the Small Group Activity, “Letter Sponge Painting,” Week 1, pp. 7-8, the teacher’s objective is for children to recognize and name letters. The activity provides letter-shaped sponges, paint, construction paper, markers/pencils, and children’s name cards. The procedure has a beginning in which students view the supplies and identify already known letters from the alphabet. The activity proceeds with allowing children to paint/print with the sponges in individual ways. The activity provides tiered support to address all learners needs. The activity concludes with clean-up and a brief discussion of the letters that the children chose to express on their paper.</p> <p>The children have opportunities to practice CM1 when counting in the Small Group Activity, “Making Bean Soup” located in the “Farms, Markets, and Foods,” Theme 4, Week 4, pp. 5-6. The materials include a variety of beans such as lima, kidney, and black beans. The children discuss the differences among the beans- size, shape, and color. The children then choose a “recipe” card depicting a specific number of beans needed to make their “soup.” The children then choose and count the number of beans to add to their plate.</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>FOR ALL CURRICULUM TYPES:</p> <p>3a) 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. Beginning with the child and those closest and extending outward as evidenced in Theme 1, “All About Us,” Theme 2, “Family and Friends” and in Theme 3, “Fairy Tales and Nursery Rhymes.” As the academic year progresses themes begin to incorporate more on a broader scale, such as, Theme 6, “Neighborhood” and Theme 8, “Water, Wind & Weather.” An example in Theme 10, “Insects & Spiders” Week 2, key vocabulary reflects a complexity over time with the inclusion of: enormous, huge, biggest, longest, smallest, part and whole (page 2).</p> <p>In the Activities PDF’s, the unit planned read-alouds are structured in a clear and logical order. The read-aloud plans list key vocabulary and also give explicit directions and sample questions for teachers to follow and use during Before Reading, During Reading, and After reading discussions. One example includes Theme 7, “Mail and Friendships,” through the Planned Read Aloud, “The Three Bears” p.5.</p> <p>The read-aloud text, “Farfallina and Marcel” is introduced in Theme 2, “Family and Friends,” Week 3 during the month of October and is re-visited in Theme 10, “Insects and Spiders,” Week</p>	

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			<p>1, which falls at the end of the academic calendar (late April/early May). The first Planned Read-Aloud in Theme 2, "Family and Friends," Week 3 pp. 1-3 the teacher-led focus is on the friendship formed between Farfallina and Marcel. The key vocabulary terms include: friendship, caterpillar, gosling, butterfly, goose, change, and grow. The discussion is led by questions such as. How do Marcel and Farfallina help each other? The second Planned Read-Aloud in Theme 10, "Insects and Spiders," Week 1, p. 23. The key vocabulary no longer includes the words, "change and grow;" however the concepts of changing and growing are embedded in to the Planned Read-Aloud through questions such as, "Why didn't Farfallina and Marcel recognize each other right away?" and "How do you think they feel now that they've found each other again?" The lesson extends with a discussion on ways the children's bodies change and grow.</p>	
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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 	<p>No</p>	<p>Although there are some opportunities, for example during transitions, to participate and practice phonological awareness skills that have students manipulate sounds and "play" with sounds and words, there is an insufficient amount of daily explicit instruction on letters and letter/sound awareness. In the "Farms Unit" Week 1, Lesson, "Rough vs Smooth," the</p>	<p>This is also an area that we have identified for improvement, and as a result, we have been successfully piloting new small group activities that focus on letter names, sounds, print concepts and rhyming.</p> <p>During the pilot phase, we are working closely with teachers and external evaluators to collect feedback on</p>

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	<ul style="list-style-type: none"> Frequent use of a repeated-reading approach (i.e., with close repetition) for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding <p>Examples: Using read-aloud materials (books, songs, rhymes, etc.) that make meaningful connections within a topic; interactive questions addressing the content knowledge provided through materials/activities; phonological awareness using interactive activities; scribble writing and use of letters and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children’s understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p>		<p>students are encouraged to explore writing on different types of materials with different textures. During the lesson the students are encouraged to write letters and examples for guiding students at each tier are given, but explicit teaching of a letter(s) does not take place. In the “You Might Document” section teachers are encouraged to document students’ ability to identify letters and write letters, but specific lessons regarding letters and/or letter formation were not introduced. In the “Mail/Friends Unit” Week 1, small group lesson “Stamps and Ink” the overview states, “The students will be able to explore stamps and ink pads and have the opportunity to build alphabet knowledge.” In the activity teachers again are given suggestions and examples on how to provide support for students in each tier, but again the opportunity to use the activity to provide direct instruction on letters and/or letter sounds does not occur. Later in the Mail/Friends Unit, the activity “Alphabet Knowledge” which is labeled also as Direct Assessment provides assessments to individually assess students’ letter and sound awareness, but the activities provided prior to the assessment do not focus on specific letter/sound instruction.</p>	<p>process and outcomes that are being used to make refinements as necessary.</p> <p>based on our mid year evaluation, we have found that children in the pilot classrooms are showing higher gains than students in control classroom on the TOPEL.</p> <p>As a result of our promising outcome data, we plan to fully integrate these new small group activities that focus on language and literacy development into our full curriculum in the 2019-20 school year.</p>

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	<p>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 Louisiana Birth to Five Early Learning and Development Standards.</p>	<p>No</p>	<p>Math lessons and instruction are provided in each unit and the skills introduced are appropriate for students, but explicit math instruction, particularly in regard to number sense, is lacking. There are weekly opportunities during centers for students to explore math materials, but the chances for these experiences are limited. There are no clear teacher directions on promoting math skills through center activities.</p> <p>In the “Mail/Friends Unit” Week 1 the “Stamps and Ink Pads” activity allows students to explore with stamps and ink pads. At the end of the activity, suggestions are given to teachers and activity directions state, “Where appropriate encourage counting and observation about number,” but there are no specific instructions provided to assist the teacher in promoting growth. Another example of the limited math experiences is the “All About Us” theme. The unit map does not have a section labeled math and the unit includes few math activities. Although math materials are appropriate and suitable for understanding of numbers, the limited practice and lack of daily experiences is not sufficient to support development of these critical skills.</p>	<p>This is also an area that we have identified for improvement, and as a result, we have been successfully piloting new small group activities that focus on number recognition, one to one correspondence, comparing quantities and number operations.</p> <p>During the pilot phase, we are working closely with teachers and external evaluators to collect feedback on process and outcomes that are being used to make refinements as necessary.</p> <p>based on our mid year evaluation, we have found that children in the pilot classrooms are showing higher gains than students in control classroom on the TEMA</p> <p>As a result of our promising outcome data, we plan to fully integrate these new small group activities that focus on language and literacy development into our full curriculum in the 2019-20 school year. .</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
	<p>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 • Promote children’s development of perseverance and persistence in solving problems 	Yes	<p>Math materials and activities promote children’s acquisition and use of the language and vocabulary of math, conceptual understanding of math content, and children’s development of perseverance and persistence in solving problems. The concepts of patterning and vocabulary used when creating and extending patterns are evident in the theme, “Family and Friends.” Week 2 includes the Small Group Activity, “Pattern Beads.” The children engage in understanding and creating patterns using a variety of materials. The teacher models a pattern while stating, “the red and blue are taking turns.” The children are provided choices in extending or creating their own patterns. The activity promotes student conversation to complete the tasks. In Theme 3, “Fairy Tales & Nursery Rhymes,” activities, Week 2, students use a variety of materials to create beanstalks. Making 3-dimensional constructions allows children to represent their ideas in various ways and helps children understand spatial relationships (i.e. height, depth, and width). Academic vocabulary is introduced and used throughout the units. Math inquiry is encouraged in many of the lessons and activities. Students are allowed to manipulate center materials and encouraged to develop problem solving skills. In Unit 8 Water, Wind, & Weather,</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
			students are encouraged to weigh and compare natural items, explore patterns, and chart and tally daily weather.	
	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided (e.g., explicit instructions on how to use materials or conduct lessons).</p>	Yes	<p>Adequate explanatory materials for teachers are provided for each of the lesson activities. The materials are adequate for teachers; each of the 13 themes has a road map for the theme which consolidates content of each week's lesson plan with materials list which enables advance planning. Theme 1, "All About Us," Week 3, p. 11, provides an overview, a list of objectives, materials list, and step by step procedures with reminders to assess students. Teacher procedures are separated into Beginning, middle, and end of lesson activities. This format is consistent throughout all units and activities. The Small-Group Activity, "Make It Stop" from Theme 13, "Motion," Week 1, pp. 16-24, outlines the explanation of materials and instructions the teacher needs to implement activities. The activity outline includes an overview, an objective, materials, and procedure outline complete with a beginning, middle, and ending, and suggestions for what the teacher may choose to document. In the Planned Read-Aloud, How Do You Lift a Lion from Theme 13, "Motion," Week 2, pp. 1-2, the teacher is provided the printed book with a brief synopsis of the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
			book's theme and key vocabulary. The explicit steps provide actions for before, during, and after the read-aloud along with gentle reminders of how to conduct a read-aloud.	
<p>5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 5a) 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 are consistent with the Louisiana Birth to Five Early Learning and Development Standards. The curriculum provides assessments through anecdotal note taking evident and the closure of each planned read-aloud. The school readiness goals are aligned to the Headstart Early Learning Outcomes Framework (HSELOF) and Teaching Strategies Gold Objectives and Dimensions. The school readiness goals address “Social Emotional Development, Approaches to Learning and Play, Language and Literacy, Mathematics and Science, Social Studies, The Arts, and Physical Development.”</p> <p>“Growing,” Theme 9, Week 4, contains an embedded assessment in the small group activity, and the ELS documentation guide, “Shape Garden.” The teacher takes note of how children respond to questions about the characteristics of shapes and how they manipulate them. Each theme contains embedded and direct assessments. Additional materials include a school readiness goal alignment chart and teachers create an ILP, a specific objective for each child, related to a</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
			<p>school readiness goal/assessment item that remains constant throughout the theme. Theme 3, "Fairy Tales and Nursery Rhymes," Week 2, pp. 8-9, include embedded assessment documents for teachers to record observations of individuals. On pp. 19-20, a different assessment document is included and is used to site observations while children participate in activities which foster the development of language manipulation.</p>	
	<p>FOR ALL CURRICULUM TYPES: 5b) Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	<p>Yes</p>	<p>Methods to assess children’s learning are embedded throughout activities. Direct assessments are supported through individual tasks. In Theme 7, "Mail and Friendship," the children are assessed on their knowledge of counting, numeral recognition, and functional counting in Week 2, pp. 23-24. Assessments are embedded in the unit activities. The activities PDF document gives specific information regarding student observations. Theme 9, "Growing," Week 1, p. 22, includes sections labeled, "Procedure for Ongoing Observation" and "What To Document." In these sections, suggestions are given regarding child assessment, observation, and documentation. The embedded assessment, "Envelope Shapes" in Theme 7, "Mail and Friendship," Week 3, pp. 10-11, assesses the children’s knowledge of shapes, spatial</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
			<p>relationship knowledge, and ways to use shapes. An additional example can be found in Theme 6, "Neighborhood," Week 1. An embedded assessment during transitions is provided. The teacher implements "Neighborhood Silly Sentences," individually or in small groups, during transitions such as handwashing or meal time. The teacher documents an observation of each child's ability to repeat alliteration, create alliteration, and/or separate words into syllables (page 2). Another example in Theme 6, "Neighborhood," Week 1, includes the embedded assessment during the "Counting Coins" small group activity; the teacher documents an observation of each child's number/counting skills. Pay attention to details such as, "Can child count accurately, and if so to what number? Does he understand cardinality? Does child compare amounts of coins or do any simple number operations?"</p>	
SECTION II: ADDITIONAL INDICATORS OF QUALITY				
6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES	FOR ALL CURRICULUM TYPES: 6a) Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
Materials and activities reflect a wide range of experiences for skill development. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 6b) Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 7a) Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 7b) Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 8a) Provides a variety of activities to extend learning from the classroom into the home.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
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				
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	

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			Standards. Approaches to Learning: AL3 is evidenced in the “Light and Shadow” theme, Week 1 lesson plan. Children meet the AL4 standard in the “Growing” theme through the exploration of fruit. The children solve problems and learn new information through investigation.	
	2. Appropriateness of Curriculum Materials and Activities	No	Although materials and activities allow opportunities for frequent practice of some skills using interactive and hands-on approaches, the curriculum lacks sufficient practice with letter recognition, letter/sound relationships, and math.	<p>This is also an area that we have identified for improvement, and as a result, we have been successfully piloting new small group activities that focus on letter names, sounds, print concepts, number recognition, one to one correspondence, comparing quantities and number operations.</p> <p>During the pilot phase, we are working closely with teachers and external evaluators to collect feedback on process and outcomes that are being used to make refinements as necessary.</p> <p>based on our mid year evaluation, we have found that children in the pilot classrooms are showing higher gains than students in control classroom on the TOPEL and TEMA</p> <p>As a result of our promising outcome data, we plan to fully integrate these new small group activities that focus on language and literacy development into our full curriculum in the 2019-20</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
				school year.
	3. Complexity of Curriculum Materials and Activities	Yes	Materials and activities present a logical and coherent progression of complexity over time. The read-aloud text, “Farfallina and Marcel” is introduced in the theme, “Family and Friends,” Week 3 during the month of October and is re-visited in the theme, “Insects and Spiders,” Week 1, which falls at the end of the academic calendar (late April/early May).	
	4. Quality of Curriculum Materials and Activities	No	Although there are some opportunities, for example during transitions, to participate and practice phonological awareness skills that have students manipulate sounds and “play” with sounds and words, there is an insufficient amount of daily explicit instruction on letters and letter/sound awareness.	<p>This is also an area that we have identified for improvement, and as a result, we have been successfully piloting new small group activities that focus on letter names, sounds, print concepts, number recognition, one to one correspondence, comparing quantities and number operations.</p> <p>During the pilot phase, we are working closely with teachers and external evaluators to collect feedback on process and outcomes that are being used to make refinements as necessary.</p> <p>based on our mid year evaluation, we have found that children in the pilot classrooms are showing higher gains than students in control classroom on the TOPEL and TEMA.</p> <p>As a result of our promising outcome</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE TEMPLATE
				data, we plan to fully integrate these new small group activities that focus on language and literacy development into our full curriculum in the 2019-20 school year.
	5. Assessment	Yes	Assessments are consistent with the Louisiana Birth to Five Early Learning and Development Standards. The curriculum provides assessments through anecdotal note taking and the closure of each planned read-aloud. Methods to assess children's learning are embedded throughout activities. Direct assessments are supported through individual tasks.	
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	8. Activities/Materials Supporting Parental Participation	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality				

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 2018-2019 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Ascension, Avoyelles, Bossier, Caddo, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, InspireNOLA, Jefferson, Lafayette, Lincoln, Livingston, Orleans, Ouachita, Pointe Coupee, Rapides, Recovery School District, RSD – FirstLine, RSD – NOCP, St. Charles, St. James, St. John the Baptist, St. Mary, St. Tammany, Tangipahoa, Vermilion, West Baton Rouge, and Zachary. This review represents the work of current classroom teachers with experience in grades PreK-5.

Appendix II.

Public Comments

There were no public comments submitted.