

Academic Content

Instructional Materials Evaluation Tool

(IMET) for Alignment in Resources for Infants, Toddlers, Preschool Children, and Ages 0-5

Children who engage in meaningful experiences and develop skills that help lay the foundation for their future growth and development have an increased opportunity for success in school and life. Early childhood educators play a critical role in a child's foundational growth through ongoing high-quality learning interactions that align to [Louisiana's Birth to Five Early Learning and Development Standards](#)¹ and through observation and assessment of children to support their learning and developmental process. Additionally, a high-quality curriculum enables early childhood educators to cultivate an environment of individualized and integrated experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for children ages birth to five.

Title: **Explore and Learn Pre-K**

Age Levels: **4-5**

Publisher: **Teacher Created Materials, Inc.**

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Curriculum Type: **Integrated**²

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

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Content and Complexity Within the Parameters of the Standards (Non-Negotiable)	
2. Appropriateness of Curriculum Materials and Activities (Non-Negotiable)	
3. Quality of Curriculum Materials and Activities (Non-Negotiable)	
4. Activities/Materials Supporting Family Engagement (Non-Negotiable)	
5. Implementation Format of Materials and Activities	
6. Assessment and Support for All Children	

¹ Access Louisiana's Birth to Five Early Learning and Development Standards and guidance documents on the [Early Childhood Planning](#) webpage.

² **Integrated Curriculum:** Resources designed to help children gain knowledge and skills in a variety of developmental areas and make connections across those areas. For the purpose of this review, to meet the criteria for an "Integrated Curriculum," resource(s) must cover each domain of the [Louisiana Birth to Five Early Learning and Development Standards](#) (e.g., include Approaches to Learning, Cognitive Development and General Knowledge, Language and Early Literacy Development, Physical Development, and Interpersonal Skills).

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

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

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

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

Tier 1 ratings receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-Negotiable Criteria but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-Negotiable Criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criterion 2. Materials must meet Non-Negotiable Criteria 1 and 2 for the review to continue to Non-Negotiable Criterion 3. Materials must meet Non-Negotiable Criteria 1-3 for the review to continue to Non-Negotiable Criterion 4. Materials must meet all of the Non-Negotiable Criteria 1-4 for the review to continue to Section II.			
Non-Negotiable 1. CONTENT AND COMPLEXITY WITHIN THE PARAMETERS OF THE STANDARDS Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards (ELDS). ☒ Yes ☐ No	Required 1a) A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (ELDS) , applicable to the curriculum type (i.e., mathematics-only curricula should align to the Mathematics subdomain of “Cognitive Development and General Knowledge,” while integrated curricula should have components of all domains) while fostering the integration of development across domains (i.e., address each of the domains listed below): • Approaches to Learning; • Cognitive Development and General Knowledge which includes: ○ Mathematics, ○ Science, ○ Social Studies, and ○ Creative Arts • Language and Early Literacy Development; • Physical Development; and • Interpersonal Skills.	Yes	A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (ELDS) while fostering integration of development across domains. The materials provide a comprehensive approach that integrates all domains through hands-on, play-based learning. The materials foster child-centered exploration, promoting critical thinking, engagement, and development. Material components support children in developing independence with classroom rules and routines through consistent daily schedules, visual supports, teacher modeling, and structured transitions embedded across thematic instruction. Children regularly engage in routines that encourage self-management and participation in classroom expectations. For example, Unit 8, Day 3, Mathematics aligns to ELDS Cognitive Development and General Knowledge for Mathematics (CM) 1.3.4, focusing on using cardinality to count up to 10 objects. The teacher gathers children together and follows the Verbal Counting routine to count from 1 to 15. The teacher counts aloud as children listen.

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			While counting, the teacher makes an error in the sequence and instructs children to raise their hands to identify the mistake. The children count as a group to fix the error. The teacher instructs partners to come up with an action for the group to complete while counting, such as clapping, tapping feet, or hopping. Next, the teacher selects a playing card and asks the children to identify the number. The teacher chooses a pair of students to share an action, and the group completes the action the number of times indicated on the card. This process is repeated until all pairs have an opportunity to share their actions. Next, the teacher directs each child to select a playing card, identify the number, and move to a workspace. Children create collections of classroom items that match the number on their cards. The teacher then pairs children and places the playing cards facedown. Partner A counts Partner B's collection, after which Partner B reveals the playing card to confirm the quantity, before partners switch roles. Finally, the teacher directs children to return the classroom objects to their proper locations. Unit 10, Day 2, Physical Development addresses ELDS Physical Development (PD) 1.2.4, in which children coordinate movements of the whole body with control and balance. The lesson begins with children gathering in two lines to have a relay race where they walk with a beanbag on their heads. The teacher demonstrates walking with a beanbag on their

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			head, and says, “Keeping the beanbag on your head requires great balance!” The teacher instructs the first children in each line to place the beanbag on their heads and tells them to walk on a designated path, replacing the beanbag if it falls. Then, the teacher instructs the children to turn around and walk back on the same path and pass the beanbag to the next person in line. The teacher continues the activity until each child has a turn and encourages them to cheer on their classroom community with motivational phrases, such as “You can do it!” or “Keep it up!” In Unit 1, Day 2, Phonological Awareness, the teacher follows the Blending routine on card 7 as students blend syllables to form words, addressing ELDS Early Literacy (EL) 1.5.4. The students blend three syllable words, such as caregiver, family, and grandmother, by tapping their shoulders, elbows, and wrists as they say each syllable and then “sweep their hands down their arms as they blend the syllables.”
	Required 1b) Materials and activities present a logical and coherent progression of complexity over time (e.g., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way; play encounters, interactions, and routines become increasingly complex).		Materials and activities present a logical and coherent progression of complexity over time. Instruction is sequenced into thematic units and spiraled learning experiences that gradually increase in complexity across domains. The teacher introduces skills through modeling and guided practice before children apply them more independently in collaborative discussions, investigations, literacy activities, and play-based experiences. The unit progression builds from foundational

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			concepts toward more advanced application through repeated exposure, increasing expectations, and integrated thematic learning. In phonological awareness instruction, children progress from identifying initial sounds to blending syllables (ELDS EL 1.2.4, EL 1.4.4) through systematic literacy routines embedded across units. For example, in Unit 10, Day 2, Phonological Awareness, children produce words with specified initial sounds. The teacher displays the lake card from the Our Country Picture Cards, says the word, and instructs the class to repeat it. The teacher then says the word again but exaggerates the beginning sound, explaining, “The beginning sound in lake is /l/. What other words can you think of that start with /l/?” The teacher repeats the child's responses, exaggerating the beginning sounds. This process is repeated until all of the picture cards have been used. In Unit 13, Day 8, Phonological Awareness, children blend syllables. The teacher begins by gathering children together in a circle and says, “Words have parts called syllables. You can feel them by placing the back of your hand under your chin as you say a word.” The teacher instructs the children to position their hands and says the word penguin, deliberately pausing between each syllable. The teacher tells children, “The word penguin has two syllables because my chin touches my hand two times. The first syllable is pen, and the second syllable is guin.” As the activity progresses,

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			children participate in a listening game. The teacher says, “I will say the syllables in a word, and you will blend them to say the word.” Following the Blending Routine, the teacher uses the following multi-syllable words: penguin, rhino, beetle, tiger, crocodile, centipede, chimpanzee, and orangutan for children to take turns blending syllables. Mathematics instruction progresses in complexity across various concepts. For example, Unit 5, Day 6, Mathematics children identify and match shapes. With a partner, children turn and talk to share the names of any shapes they know from the Shapes Anchor Chart. The teacher then discusses each shape’s name and characteristics. As the lesson progresses, the teacher introduces new shapes, instructing the class to repeat the name of each shape. Within independent practice, the teacher provides the children with a shape, and they name the shape and add it to the correct section of the chart with support, as needed. On Day 9, children construct pictures using pattern blocks and Pattern Block Mats independently. As children work, the teacher asks questions such as, “What shapes do you see?” “How many sides and corners does this shape have?” and “What would happen if you used this shape instead?” (ELDS CM 4.2.4, CM 4.3.4).
	Required 1c) Materials spend minimal time on content outside of Louisiana’s ELDS.	Yes	Materials spend minimal time on content outside of Louisiana’s ELDS. The materials include integrated thematic units that align

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			instruction to the domains within Louisiana’s Early Learning and Development Standards. Activities focus on developmentally appropriate learning experiences. The materials embed standards-aligned instruction within daily routines, inquiry experiences, literacy instruction, collaborative play, and hands-on investigations. Literacy instruction consistently aligns with the Language (LD) and Early Literacy (EL) Development Domain within the ELDS, through phonological awareness, vocabulary development, concepts of print, storytelling, and emergent writing embedded across thematic units. Each Literacy lesson begins with an Alphabet Knowledge Warm-Up addressing ELDS EL 3.1.4, recognize and name many of the letters in the alphabet. For example, in Unit 10, Day 7, the teacher gathers children together and follows the Teach Letters and Sounds routine to teach the letter of the day. The teacher chooses which letter to teach based on their scope and sequence. During the Whole Group Lesson, the materials address ELDS EL 4.2.4. The teacher displays the book <i>Our Country Is</i> and says, “Yesterday, we previewed <i>Our Country Is</i>. We looked at some of the people, places, and things in our country.” The teacher reads the book aloud to children and pauses to ask the following questions: “What workers do you see?” “Have you visited anywhere that looks like these places?” “Do these pictures look similar to or different from where we live?” and “Have you been to a museum? What was it like?” The

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			teacher says, “The author began each page with, Our country is... Today, we will make our own sentences that start the same way.” The teacher provides the sentence frame, Our country is ___. and instructs children to come up with gestures to go with their sentences. The teacher models sharing responses, such as “Our country is awesome” and tells them to give two thumbs-up or “Our country is big” and tells them to extend their arms wide. The teacher instructs the children to share their responses and movements. Additionally, the materials address the Cognitive Development and General Knowledge: Social Studies (CSS) domain. In Unit 15, Day 8, Social Studies, children identify responsibilities of self and others in a community. The lesson begins with children discussing ways they help take care of their classroom to keep it a clean and healthy place to learn. The teacher explains that Earth is just like the classroom and must be taken care of while reviewing the natural resources chart. Children think of ways they could use less water, electricity, paper, and create less trash throughout the day. As a class, children vote on one idea to implement as a group and create an action plan outlining steps and resources that may need to be created (ELDS CSS 2.2.4).
Non-Negotiable 2. APPROPRIATENESS OF CURRICULUM MATERIALS	Required - <i>Integrated Curriculum Only</i> 2a) Materials and activities focus on responsive caregiving (infant/toddler), building positive relationships with peers and familiar adults,	Yes	Materials and activities focus on building positive relationships with peers and familiar adults, and positive interactions with peers and familiar adults while learning. In Unit 7, Day 3,

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AND ACTIVITIES ☒ Yes ☐ No	and/or positive interactions with peers and familiar adults while learning.		Interpersonal Skills, children role-play using the social story, “Helping Others.” The activity engages children in role-play as they pretend to help a friend who is showing anger and frustration. Children work in pairs to practice offering help, taking turns being Cam and Monica, while discussing what they notice about facial expressions and body language. Scaffolded dialogue and teacher modeling support children in practicing Interpersonal Skills (IS) such as empathy, communication, and positive peer interactions (ELDS IS 2.2.4). On Unit 5, Day 1, Interpersonal Skills, the teacher gathers children together and says, “We all have people who love and care for us, and we all have people that we love and care for.” The teacher has partners share who they love in their families. The teacher explains, “There are lots of ways we can show the people we care about that we love them.” The teacher has children share ways they show love to their family members. The teacher tells children, “One way we show people we love them is with words. We can say I love you to the people we love.” The teacher then tells them to practice saying “I love you.” The teacher displays the front of the “Feeling Sad” social story poster and asks children to share the emotion the character is feeling. The teacher encourages children to share how they know the character is feeling sad. The teacher instructs the children to share connections they have to feeling sad and says, “Sometimes, we feel sad. People who love us might say I

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			love you to let us know that they are there to help care for us. Sometimes, knowing we have people who care for us and love us will help us feel a little less sad. In Unit 8, Day 1, Social Studies, the teacher explains to the children that “Students and teachers are people you find at school. There are other people that are at school, too.” The teacher instructs students to brainstorm other adults who work at schools and then explains that “adults at school help them learn and grow.” The teacher displays photos of school staff and assists students in saying who each person is and what job they have in the school. Students then move to their workspaces where they receive an assigned staff member to create a drawing for. Students deliver their drawings to those assigned staff members to “build community and connection” aligning to ELDS IS 1.5.4.
	Required - Integrated Curriculum Only 2b) Materials and activities provide guidance for routines that support the health and safety of children.	Yes	Materials and activities provide guidance for routines that support the health and safety of children. The materials and activities support health and safety development by providing age-appropriate opportunities for physical activity, healthy routines, and safe practices. Materials promote active play, teacher-guided routines, and safety awareness while reinforcing healthy habits, such as handwashing, following directions, and recognizing safe and unsafe situations. Additionally, the materials support the creation of safe learning environments through consistent caregiving practices and routines

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			that promote children’s overall well-being. For example, in Unit 3, Day 1, Social Studies, children understand how to keep their bodies healthy. Children discuss ways to keep their bodies safe and healthy through partner conversations, movement, and interactive discussion using the Health and Safety Cards. Children rotate with partners to discuss the images on the cards and how the images show ways to keep their bodies safe and healthy. The lesson concludes with a whole-group discussion. The teacher asks, “What are other ways you can keep your body safe and healthy?” allowing children to connect ideas such as getting enough sleep, staying hydrated, and moving their bodies to personal health and safety practices. In Unit 13, Day 5, Physical Development, children travel like birds. The activity engages children in physical movement and cooperative play as they travel like birds by flying, waddling, paddling, walking, and running. Children respond to verbal cues and signals while practicing gross motor skills, listening skills, and following directions as they move to land in a nest with a partner.
	Required 2c) Materials and activities provide both teacher-directed and child-initiated experiences (e.g., children receive substantial opportunities to choose interest areas/learning centers and activities within each when age-appropriate).	Yes	Materials and activities provide teacher-directed and child-initiated experiences. Children receive the teacher-led instruction while having time to explore their own interests through self-directed play. Each day begins with a teacher-directed Morning Circle that includes theme-based activities

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			supported by instructional cards that integrate academic content. Each day ends with a teacher-directed Closing Circle in which the teacher asks questions to prompt students to reflect on the activities of the day. Instruction often involves a whole group lesson, followed by small group lessons and/or center play. During Literacy instruction, the teacher leads a 20- to 30-minute daily Literacy block which is followed by Literacy Explorations which include centers that support and reinforce the whole group lesson. Children engage in their own decision making and work with others as they actively engage in the centers. Materials guidance recommends one hour of Free Play in which the children engage in free play centers based on their interests that include activities such as blocks, dramatic play, art, puzzles, games, literacy, math, and sensory centers. For example, in Unit 13, Day 3, Literacy, the teacher begins with Alphabet Knowledge Warm-Up, following the Teach Letters and Sounds routine to teach the letter of the day. The teacher chooses which letter to teach based on the scope and sequence. The teacher then moves to Whole-Group Lesson and displays the book, <i>Baby Animals Grow</i>. The teacher reads the title and author aloud and says, “Today, let’s take a closer look at <i>Baby Animals Grow</i>. Since this book doesn’t have words, we can tell the story by looking at the pictures.” The teacher says, “Did you know that baby animals have different names than adults? I will share the names of the baby

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			animals, and we will practice describing what we see using these new words.” The teacher points to the cover page and asks children to identify the name of the adult animal. The teacher shares the word puppy and describes the image using the sentence frame, “I see a dog and a puppy.” The teacher guides children to use the sentence frame to describe the pages in the book. The teacher shares the chart they created with baby animal names as they read. In Unit 15, Day 4, children follow the direction of the text while reading <i>Twinkle, Twinkle Little Star</i>. The activity engages children in alphabet knowledge and print awareness through the “Teach Letters and Sounds” routine and interactive read-aloud of <i>Twinkle, Twinkle Little Star</i>. The children practice tracking print “from left to right and top to bottom” by moving their fingers in the air while following along with the text and song lyrics during shared reading. In the Literacy Explorations, Small-Group Lesson 1, Segment Phonemes in Words, the teacher meets with one group to deliver the small group lesson while the rest of the children engage in self-chosen centers. Further in the lesson for Interpersonal Skills, children engage in oral language development and curiosity-building as children discuss how people use the phrase “I wonder” to ask questions and learn new things. Through viewing and discussing the “I Wonder” video, children practice listening, responding to questions, and expressing their own ideas and

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			wonderings.
	Required 2d) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child (e.g., do not support practice through the use of worksheets, etc.).	Yes	Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child. The materials emphasize hands-on and interactive learning through play, movement, investigations, oral interaction, and collaborative activities. The activities provide the children with opportunities for choice, leadership, and exploration within learning experiences, while the teacher builds on children’s ideas, expands vocabulary, and supports learning through responsive and flexible interactions. For example, Unit 4, Day 6, Fine Motor Development, the children use their hands and sense of touch to make coiled clay snakes. The teacher displays a piece of clay in front of the children. The teacher models each step and says, “I put the clay between my palms and press together gently as I roll it. I keep rolling it round and round until the clay forms a ball.” The teacher distributes a piece of clay to each child, allowing them to practice forming balls. The teacher then models each step by stating, “I put the ball down, and push down gently, moving my palm back and forth. I continue rolling until I have a thin snake.” Children then make either multiple small snakes or make the longest or thinnest snake within their ability. In Unit 6, Day 3, Morning Meeting, children engage in hands-on shape exploration as they

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			manipulate clay into various shapes. First, they make a sphere, then they flatten the ball into a circle, and then stretch the circle out to create an oval. Children identify ovals in the classroom and create different-sized ovals with clay. Additionally, in Unit 16, Day 6, Physical Development, children balance beanbags on parts of their bodies. The teacher gathers children together and says, “Today, we are going to pretend our beanbags are snowballs. You are going to balance your snowballs on different parts of your bodies.” The teacher distributes the beanbags and says the directions aloud, guiding children as needed. The teacher instructs students to balance their snowball on either their head, shoulder, elbow, or knee. The teacher invites the children to volunteer to lead the game as time allows.
	Required 2e) Materials and activities provide frequent opportunities for children to make meaningful connections to their own knowledge and experiences , allowing them to demonstrate an awareness of themselves as individuals and as members of a family and community.	Yes	Materials and activities provide frequent opportunities for children to make meaningful connections to their own knowledge and experiences and allow them to demonstrate an awareness of themselves as individuals and as members of a family and community. The materials create a bridge between the classroom and the child’s personal world, fostering a strong sense of identity and belonging. For example, Unit 1, Day 6, Interpersonal Skills, the teacher begins by asking children to raise their hands if they speak English. The teacher then asks children to raise their hands if they speak another

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			language. The teacher invites the children who speak another language to name the other languages and share a few example words or phrases, if they are able. The teacher then explains how each language might sound different, but they all help people around the world communicate. The teacher follows the Teach Other Languages routine, referencing Ways to Say Hello to teach the word hello in a different language. Unit 10, Day 3, Interpersonal Skills, the teacher displays the Accepting Differences Social Story Poster while explaining that sometimes at school, you might notice that someone does something different from you. The teacher says, “In the story, Cam notices Ray has bamboo rolls. She’s never tried them before — they are different from the snacks she is used to eating. What would you do if you notice a friend has a different snack?” Children turn and talk to partners, and a few children share with the class. The teacher and a volunteer role-play some of the ideas that children shared to respond to the scenario. After, the teacher places children in pairs and instructs the children to role-play scenarios, taking turns being Cam and Ray, switching roles after one round.
	Required 2f) Materials and activities incorporate a variety of settings (indoor and/or outdoor), including whole group time, centers/activity or	Yes	Materials and activities incorporate a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention. Each day includes a variety of scheduled

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	interest areas, cooperative play, small group, and individualized attention.		blocks that include whole group lessons, small group lessons, center explorations, and free play. Materials provide opportunities for whole group, small group, and individual interactions, as well as child-centered learning experiences with activities designed to support engagement, routines, and development across a variety of instructional settings. For example, in Unit 7, Day 9, Physical Development, children follow directions to play a game. The activity engages children in imaginative play and physical movement as they play Follow the Leader while pretending to move through different rooms in a house. Children mimic actions such as “step over objects,” “duck under tables,” and “splash in a tub” while describing what they see and hear, supporting oral language, sensory observation, and collaborative peer interaction. In Unit 11, Day 3, Creative Explorations, the teacher explains that when things are put in water, if they stay on top of the water, they float, and if they go to the bottom, they sink. The teacher asks children to name objects that are built to float on water and tells children that they are going to make their own rafts out of craft sticks. The teacher models while explaining to children that they will place ten craft sticks next to each other, laying them horizontally, to form rectangles. Children move to their workspaces, and the teacher guides children through each step. The teacher prompts the children to predict whether their rafts will sink or float and tells children that, when the rafts

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			are dry, they will put them in a big tub of water to see if they float.
Non-Negotiable 3. QUALITY OF CURRICULUM MATERIALS AND ACTIVITIES ☒ Yes ☐ No	Applicable to Ages 0-3 Required - Integrated Curriculum Only and Language and Literacy Curriculum 3a) Infant and toddler language and early literacy development is emphasized through resources and activities that support (where age-appropriate): • Frequent talk and conversations during daily routines (e.g., diapering and transitions); • Intentional and frequent educator-child and peer-peer interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate; • Open-ended questions; • Use of texts, including rhymes, finger plays, and music/songs, that are age-appropriate for each stage; • Regular and repeated read-aloud (with close repetition) of texts related to a theme or topic (e.g., animals, cities, weather) to accelerate background knowledge and vocabulary development; • Pre-writing skills (e.g., holding objects and scribbling or drawing/painting to convey a message); and • Print awareness (e.g., exploring, touching, and holding board books). Applicable to Ages 3-5	Yes	Language and early literacy development is emphasized through resources and activities that support regular read-aloud of appropriately complex narrative and informational texts related to a theme or topic in order to accelerate children's background knowledge and vocabulary development; frequent use of a repeated-reading approach for texts read aloud, building from the enjoyment of the story and basic/literal comprehension to the discussion of inferential questions and drawing or writing to express understanding; pacing and time-estimate of the given literacy lessons appropriate for the targeted age group; print concept activities that demonstrate knowledge of books and how print conveys meaning; alphabet awareness activities that require letter recognition and making letter-sound connections; phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana's ELDS; early stages of writing using a variety of tools, materials, and surfaces; and regular opportunities to communicate through written representation, symbols, and letters. The materials support language and early literacy development through read-alouds, repeated readings, print awareness, alphabet and letter-sound instruction, phonological awareness, and early

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required - Integrated Curriculum and Language and Literacy Curriculum 3a) Language and early literacy development is emphasized through resources and activities that support the following: • Regular read-aloud of appropriately complex narrative and informational texts related to a theme or topic (e.g., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development; • Frequent use of a repeated-reading approach for texts read aloud, building from the enjoyment of the story and basic/literal comprehension to the discussion of inferential questions and drawing or writing to express understanding; • Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group; • Print concept activities that demonstrate knowledge of books and how print conveys meaning; • Alphabet awareness activities that require letter recognition and making letter-sound connections (e.g., identifies letters and sounds in print) and explicitly teach letter sounds; • Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana’s ELDS;		writing activities. The materials provide children with extensive opportunities to engage with texts, practice foundational literacy skills, and communicate through drawing, symbols, and writing. The materials include eight Big Ideas broken down into two thematic units. Each Big Idea includes an essential question which is explored within each thematic unit. Texts include wordless nonfiction books, traditional books, and theme books, all connected to the unit’s theme. Students engage with wordless nonfiction books to develop vocabulary and oral language skills. Traditional books include traditional nursery rhymes, poems, and songs that help teach the concepts of print and provide opportunities for choral reading. Theme books support students in developing thematic concepts and vocabulary of each unit in addition to developing reading comprehension. For example, in Unit 2, Day 4, Literacy, the teacher displays the book <i>If You’re Happy and You Know It</i> upside down. The teacher says, “Today, we are going to read <i>If You’re Happy and You Know It</i>. I am almost ready to read, but something is wrong. Why can’t I start reading?” As the children answer, the teacher says, “Oops, you’re right! The pictures and words are all upside down.” The teacher displays the book right side up and says, “We always hold a book right side up so that we can read the words and look at the pictures.” The teacher points to the front cover and says, “This is the front cover of the book. It shows the title and

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	• Early stages of writing (e.g., form shapes and letter-like symbols) using a variety of tools, materials, and surfaces; and • Regular opportunities to communicate through written representation, symbols, and letters.		the names of the author and the illustrator — the people who created the book.” The teacher points to the back cover and says, “This is the back of the book. The front and back covers protect the pages inside.” The teacher points to the spine of the book and says, “This is the spine that holds all the pages of the book together. When we hold our books and turn the pages, we need to be gentle with the spines, so the pages stay together.” The teacher reads the book aloud, emphasizing how to hold the book gently with two hands. (ELDS EL 2.3.4). In Unit 9, Day 8, Literacy, the teacher gathers children together and follows the Teach Letters and Sounds routine to teach the letter of the day. During the Whole-Group Lesson, the teacher displays the book <i>Our Community Park</i> and says, “Yesterday we read this book, <i>Our Community Park</i>. While we read today, think about the question: Why do we need community parks?” The teacher reads the book aloud, pausing to ask questions such as, “Why do some parks have playgrounds?” “Why do some parks sell food?” “Why do some parks have concerts?” and “Why do some parks have open areas?” After reading, the teacher revisits the question, “Why do we need community parks?” allowing children to respond. The teacher tells children, “Parks are for everyone! If you were designing a park, what would your park include?” The teacher provides the sentence frame, “If I design a park, I will include ___.” and provides the following example: “If I design a park, I will

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			include a water fountain.” The teacher prompts the children to turn and talk to partners to share their ideas with them. Then, the teacher invites the children to share aloud. The teacher records responses on chart paper which will be used during the Creative Explorations lesson. (ELDS EL 4.3.4; LD 2.1.4).
	Required - Integrated Curriculum Only 3b) Cognitive development and executive functioning are emphasized, where age-appropriate, through resources and activities that support the following: • Understanding of basic concepts outlined in the “Cognitive Development and General Knowledge” domain of the Standards: ○ Mathematics ○ Science ○ Social Studies ○ Creative Arts; • Development of scientific inquiry (e.g., observe, ask questions, predict, make comparisons, conduct scientific investigations and simple experiments); • Perseverance and persistence to solve problems; • Curiosity and exploration; • Creative thinking (e.g., pretending, make-believe play, role-playing); and • Awareness of rules and responsibilities.	Yes	Cognitive development and executive functioning are emphasized, where age-appropriate, through resources and activities that support understanding of basic concepts outlined in the Cognitive Development and General Knowledge domain of the Standards; development of scientific inquiry; perseverance and persistence to solve problems; curiosity and exploration; creative thinking; and awareness of rules and responsibilities. The materials integrate math, science, and social studies concepts into daily read-alouds and interactive centers. Specialized center activities foster peer relationships, creativity, and mathematical problem-solving through explicit vocabulary instruction and strategic teacher prompting. Additionally, each unit builds community responsibility by actively engaging children in establishing classroom routines, understanding boundaries, and maintaining a safe learning environment. For example, in Unit 12, Day 1, Social Studies, children sort vehicles by where they travel. The activity engages children in partner discussions about vehicle features, size, and how they travel while

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			sorting vehicles into the categories of land, water, and air. Children participate in classification, drawing, and discussion activities as they identify where vehicles travel and extend learning through free play by pretending to drive different vehicles. Additionally, during Creative Explorations, children paint with wheels. The teacher introduces children to the Bus Vocabulary Concept Card and discusses the wheels of a bus while observing how toy vehicle wheels move. Children apply paint to toy vehicle wheels and move the vehicles across paper to create paint tracks (ELDS CSS 2.1.4). In Unit 4, My Five Senses, Day 2, Science, the teacher gathers children together and reviews the Smell Vocabulary Concept Card. The teacher explains to children that scent is another word for smell. The teacher explains to children that they will be making more hypotheses today by using their sense of smell to guess the mystery scents. The teacher displays and names the pictures you prepared that represent the scents. The teacher asks children if they have smelled each scent before. The teacher tells children that they will try to match the smells to the correct pictures. The teacher shows children a smelling container you created, and demonstrates putting your hands behind your back, bending over, and smelling the paper towel. The teacher emphasizes that children may not touch the containers with their hands or faces. The teacher forms three groups and instructs each group to move to a smelling

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			station. The teacher instructs children to take turns smelling the containers at their stations. The teacher asks children to use the pictures to help them make hypotheses about which scent is in their containers. The teacher signals for children to move to the next two smelling stations to repeat the process of smelling the items and making hypotheses at each station. The teacher gathers the children back together and reveals the scents. The teacher prompts the children to confirm or revise their hypotheses. The teacher asks children to give thumbs-ups if they guess the smells correctly (ELDS CS 1.1.4).
	Applicable to Ages 3-5 Required - Integrated Curriculum and Math Curriculum Only 3c) Math materials and activities devote a large majority of the time (75% or more) to the development and understanding of the following: • Knowledge of numbers: Activities and materials allow children to demonstrate knowledge of numbers and the relationship between numbers and quantities. • Patterns and Operations: Activities and materials allow children to demonstrate, in a variety of ways, knowledge of patterns and mathematical operations. • Measurement: Activities and materials allow children to measure objects by	Yes	Materials and activities devote a large majority of the time to the development and understanding of knowledge of numbers, patterns, operations, measurement, shapes, and spatial relationships. Materials and activities align with the Math outlined in Louisiana's ELDS and promote children's acquisition and use of the language and vocabulary of math, conceptual understanding of math content, and children's development of perseverance and persistence in solving problems. Materials provide students with concrete, pictorial, and abstract representations as they build mathematical concepts and skills in the areas of number and operations, measurement and data, geometry, and spatial relationships. For example, in Unit 2, Day 1, Mathematics, children line objects to count quantities to 5. The activity engages

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	their various attributes and make comparisons. - Shapes and Spatial Relationships: Activities and materials allow children to identify shapes and describe their properties. Additionally, materials and activities align with the domain of “Mathematics” outlined in Louisiana’s ELDS and adhere to the following indicators of quality: - Promote children’s acquisition and use of the language and vocabulary of math; - Promote conceptual understanding of math content; and - Promote children’s development of perseverance and persistence in solving problems.		children in number sense and counting as children participate in the Subitizing Routine and practice counting sets of objects accurately. Children learn to organize manipulatives by placing them in a line, pointing to each object while counting aloud, and identifying the total quantity, while independent practice provides opportunities to count, touch, and rearrange manipulatives to strengthen one-to-one correspondence skills (ELDS CM 1.2.3). Unit 5, Day 5, Mathematics, the teacher begins by displaying two Who Cares for Me? Subitizing Cards and children compare the quantities on the cards by pointing to the card showing the greater quantity or saying equal if the quantities are the same. During the Whole-Group Lesson, the teacher displays a number line from 0 to 10. The teacher points to each number as children count aloud. The teacher asks, “What is one more than ___?” The teacher repeats several times, asking questions using both one more and one less. The teacher discusses how the number line can be used to identify the number that is one more or one less. When children are comfortable, the teacher moves to using a box and counters to practice one more and one less. The teacher instructs the children to count aloud as they place 1 to 10 manipulatives in a box. The teacher adds or removes one manipulative and asks, “How many?” During Partner Practice, the teacher instructs each pair of partners to use a Ten Frame and stickers to practice. Children fill their ten

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			frames and take turns counting how many stickers are in each ten-frame (ELDS CM 1.5.4).
Non-Negotiable 4. ACTIVITIES/ MATERIALS SUPPORTING FAMILY ENGAGEMENT ☒ Yes ☐ No	Required 4a) Materials provide a variety of family engagement activities to strengthen children’s learning and development, including but not limited to: • Aligned activities; • Virtual portals; • Stories/books; and • Learning extensions to complete at home.	Yes	Materials and activities provide a variety of family engagement activities to strengthen children’s learning and development. The materials extend classroom learning to the home through regular family communications, including Family Engagement Letters for each Big Idea. These letters provide families with the learning objectives of each unit and ways to connect their child’s learning through at-home activities. Additionally, the materials detail specific suggestions for sustaining communication and offer ongoing opportunities for families to participate actively in classroom experiences. For example, in Unit 5, Day 1, Family Connection guidance is provided to the teacher which encourages families to send in pictures of family members for classroom displays or slide shows that children can view and discuss. The materials also suggest inviting families to share family traditions or provide recorded or written messages about what makes their families special. The What Affects Our Planet Family Engagement Letter provides various activities for families to connect learning to home throughout Units 15 and 16. For example, the letter encourages families to plan a sky-gazing day or night together, view a weather report, and use it to plan for the day, and read a familiar story, allowing the child to retell the main events within the story. The letter also

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			encourages families to have children use the sentence frame, “I can ___” as a strategy to help children develop persistence.
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. ☒ Yes ☐ No	Required 5a) The materials are easy to use and well organized for children and early childhood educators. Educator editions are concise and easy to manage with clear connections between teacher resources. Materials provide guidance and support on how to manage transition time within the day.	Yes	The materials are easy to use and well-organized for children and early childhood educators. Educator editions are concise and easy to manage with clear connections between teacher resources. Materials provide guidance and support on how to manage transition time within the day. Teacher’s Guides for each Big Idea offer notes and links for access to supplemental teacher resources, including the instructional routine cards that provide explicit instruction through consistent routines used throughout the materials. Additionally, the materials provide explicit guidance on setting up learning centers, managing physical materials, and implementing daily transition routines. The Teacher’s Guide is organized in sections such as Day 1 Preparation and Materials, Learning Objectives, Unit Pacing Plan, and Instructional Routine Cards, which provide teachers with clear guidance for planning and implementation. The materials include Preparation steps, Scaffolded Support, Extension, and Free Play Ideas to support differentiation and classroom management. The Management Guide includes the research-based learning progression of the materials in addition to guidance for implementing each of the learning blocks, including Morning

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			Meeting, Literacy, Literacy Explorations, Physical Development, Phonological Awareness, Mathematics, Interpersonal Skills, Fine Motor Development, Science or Social Studies, Creative Explorations, Music and Movement, Closing Circle, Free Play, and Teacher-Choice Read-Alouds. The guide also includes a list of resources for each Big Idea and guidance on how to use each of the resources, such as the Teacher Guides, Instructional Routine Cards, Observation and Assessment Guides, Digital Learning Resources, and the Cam E Chameleon stuffed animal. The Management Guide also provides guidance for managing transitions within the Establishing Routines section of the guides. Guidance includes suggestions such as “Ensure you are providing consistent cues, as well as visual and auditory supports for children” and “Provide a three- to five-minute warning before the transition to support students who need additional time.” Translation guidance is also provided within each learning block. For example, the Physical Development section includes guidance for making timely and smooth transitions from the Physical Development block to the next learning block and suggests that the teacher establish routines that include time for cooldowns, such as “stretching or counting backward from 10 while students move their arms in smaller and smaller circles.” Guidance also suggests incorporating music into various parts of the day such as during transition time

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			and provides recommended songs. The Digital Learning Resources supplement children's learning and also include digital lessons. Icons in the Preparation and Materials sections of each Teacher's Guide note opportunities for using the Digital Learning Resources. They include digital manipulatives for children to practice letter and number formation. Each read-aloud book includes an accompanying read-along eBook that can be used during lessons. The eBooks can also be incorporated into a listening center where children can independently access the texts for repeated readings of familiar books. Every unit has a 2- to 3-minute video that emphasizes a specific phrase taught throughout the lessons.
	Required 5b) Suggested materials and activities appeal to children's interests in order to deepen motivation, enjoyment, and learning.	Yes	Suggested materials and activities appeal to children's interests in order to deepen motivation, enjoyment, and learning. The materials include everyday materials and engaging activities that directly appeal to young children's natural interests to deepen motivation and enjoyment. Supplemental resources and child-led tasks reinforce the overarching instructional focus and unit theme while driving active child participation. Furthermore, the materials incorporate items already common to early childhood environments, such as bear counters, blocks, and dramatic play materials. For example, in Unit 8, Day 6, Creative Exploration, the teacher gathers children together and explains that school is a place to learn and make friends. The

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			teacher asks children how they can make friends, encouraging them to make connections to the word share. The teacher tells children that they will be making friendship bracelets today to share with their friends in class. Modeling with a pipe cleaner and beads, the teacher strings beads onto the pipe cleaner to create a bracelet. Children then have the opportunity to create their own bracelets. As children finish, the teacher tells them that they will be exchanging bracelets with their friends in class. After all the children are done, the teacher assigns partners and has pairs exchange bracelets. In Unit 12, Day 5, Morning Meeting, children engage in a whole-group discussion with Cam E. Chameleon, responding to the question, “How do you travel to far-away places?” Children use the sentence frame “I travel to far-away places on ___”. In the Music and Movement portion of the lesson, children engage in music, movement, and collaborative learning as they sing “I’m a Little Airplane” and create movements that match the lyrics of the song. Children participate in brainstorming, singing, signing, and whole-group movement while performing actions connected to the lines of the song during shared music and movement experiences. The Teach a New Song routine engages children through music, movement, active listening, and repeated oral language practice. Children participate in call-and-response chants, tapping on the floor, marching, moving their bodies, and singing the words while listening

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			for specific words or phrases and responding through movement and discussion. The Closing Circle routine engages children in reflection, communication, and relationship building as children discuss what happened during the day through prompts about challenges, learning, helping others, and personal accomplishments. Children participate in group or partner sharing and strengthen home-school connections through reflective conversations and goodbye routines, singing a “Goodbye Song.”
	Required 5c) Activities include the use of safe and age-appropriate toys and manipulatives (e.g., play dough, dolls, toy trucks/cars, stacking rings, nesting cups, blocks, puzzles, plastic animals, puppets, rattles and musical instruments, art materials, dress-up clothes, props, realistic-looking toys that represent items such as food). Materials can be used in a variety of ways to help children practice and develop new skills (e.g., fine motor, memory, listening, self-regulation, language, problem-solving, relationship-building, physical, and spatial relations) and require the most action on the part of the child.	Yes	Activities include the use of safe and age-appropriate toys and manipulatives. Materials can be used in a variety of ways to help children practice and develop new skills and require the most action on the part of the child. The materials incorporate a rich assortment of safe, age-appropriate toys and manipulatives — such as playdough, puzzles, puppets, and blocks — that require high levels of active child participation. These materials are deliberately designed to be used in multiple ways, integrating critical development areas including fine motor skills, spatial relations, and language acquisition into single tasks. Furthermore, the activities promote key executive functioning and interpersonal skills, such as self-regulation and problem-solving, by challenging children to direct their own learning across multiple domains. For example, Unit 4, Day 9, Creative Explorations includes materials for the lesson such as: construction paper, a variety of

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			magazine or newspaper pages, glue sticks, crayons, markers, pencils, and child-safe scissors. The teacher gathers children together and explains that a collage is a piece of artwork made by gluing different pictures of materials on one paper. Children work with groups to cut out and draw pictures to make collages about the five senses. The teacher displays magazine pages and tells children that they can tear or cut out the pictures they want to use. The teacher models selecting a picture and carefully tearing it out and uses a glue stick to glue it to a sheet of paper. The teacher tells children that they can also draw pictures on the paper. The teacher instructs the children to form five groups and assigns each group a sheet of paper. The groups discuss which types of images they may include in their collages and use the materials to collaboratively create collages of their assigned senses. In Unit 7 Day 2, Creative Explorations, the teacher gathers children together and says, “Many people live in houses with their families. Who are the members of your family?” The teacher tells children that today they will be creating houses out of craft sticks and later, they will be adding drawings of their families inside. The teacher models how to arrange the craft sticks into the shape of a house. The teacher tells children that before they arrange their craft sticks like houses, they will decorate them with drawing tools. Children move to their workspaces, and the teacher distributes six craft sticks, a bottle

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			of liquid glue, and a variety of drawing tools to each child. The teacher encourages children to decorate their sticks, arrange them like houses, and glue the corners together. As children finish, the teacher instructs them to place their houses on flat surfaces to dry. The teacher reminds them that tomorrow they will be creating pictures of their families to go inside.
	Required 5d) Materials are available in appropriate formats (e.g., vinyl books and board books) and a variety of modalities (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).	Yes	Materials are available in appropriate formats and a variety of modalities. For example, in Unit 1, Day 2, Mathematics, during the whole-group lesson, the teacher gathers children together, displays the number 2, tells children the name of the number, and asks them to repeat it. The teacher demonstrates oral counting to two. As a group, the children count to two, and children form groups of two. The teacher counts each partnership aloud, saying, “one, two,” while pointing to each child. The teacher shows the Who Am I? subitizing cards, one at a time. As each card is displayed, the teacher instructs children to say, “Two!” if the card shows quantity two. The teacher prompts children to count parts of their body and says, “How many hands do you have?” The teacher continues with other pairs of body parts, such as feet, eyes, ears, and arms. During Partner Practice, the teacher instructs children to locate pairs of items with partners, such as shoes, hands, and light switches. The teacher circulates throughout the classroom, and prompts partners to explain the pairs of items

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			they found and why they come in twos. In Unit 7, Day 7, the lesson incorporates a variety of instructional formats, materials, and modalities throughout the day. Print materials, including books, child activity pages, visual supports, photographs, and shape cutouts, support literacy, mathematics, science, and fine motor development. During Literacy instruction, children engage in visual learning through letter cards and text, auditory learning through listening to stories and letter sounds, and oral language development through discussion and responses to questions. Literacy Explorations provide opportunities for kinesthetic learning through writing and center-based activities while also incorporating visual supports and print materials. Mathematics activities engage children in visual learning as they identify and compare shape attributes and kinesthetic learning through the manipulation of shapes and mathematical materials. Science instruction incorporates visual learning through photographs of honeycombs and bees and auditory learning through discussion of animal homes and habitats. Fine motor development activities provide kinesthetic learning opportunities through writing, drawing, and practicing hand-eye coordination skills. Creative explorations engage children in kinesthetic and tactile learning through cutting, gluing, arranging hexagon shapes, and creating beehive artwork, while visual learning occurs through examining photographs and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			patterns found in honeycombs. Music and movement activities incorporate auditory learning through listening to and singing songs and kinesthetic learning through movement and participation. Children participate in teacher-led instruction, small-group learning, independent practice, collaborative discussions, and creative activities. Digital modalities include audio files used during music instruction. Unit 16, Day 5, Science, the teacher reviews the Wind Vocabulary Concept Card and explains, “Scientists use tools to study the weather. Today, we will be scientists and make tools to study the wind. We will make wind wands to determine if today is windy or not.” The teacher instructs children to move to their workspaces and distributes craft sticks and crayons to each child. The teacher prompts children to use the crayons to decorate the craft sticks. When all children are finished, the teacher tells them that they will be using their wind wands outside to determine if it is a windy day. The teacher explains that they will hold their wands up, and if the tissue paper moves, that means it is windy. If it does not move, that means there is no wind. The teacher prompts children to look out the window and make hypotheses about whether the wind wands will move. Children experiment and discuss their observations with partners. The class returns indoors and discusses the results of the experiment as a group. During Free Play Idea, the teacher makes the wind wands available in a Free Play center. The

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			teacher encourages children to role-play scientists who are observing the wind.
6. ASSESSMENT AND SUPPORT FOR ALL CHILDREN Materials offer assessment opportunities that accurately and appropriately measure progress. ☒ Yes ☐ No	Required 6a) Assessments consistent with Louisiana's ELDS are provided through a variety of appropriate methods that meet each child's developmental needs and interests in a variety of settings within the daily, weekly, and/or monthly schedule (e.g., anecdotal observations/notes, photographs, checklists, work samples, and family perspectives).	Yes	Assessments consistent with Louisiana's ELDS are provided through a variety of appropriate methods that meet each child's developmental needs and interests in a variety of settings within the daily, weekly, and/or monthly schedule. Assessment opportunities are connected to the overarching unit theme, promoting child growth as an ongoing, natural part of the daily classroom routine across multiple settings. Daily lessons embed explicit teacher guidelines, observation schedules, and reflective prompts, allowing teachers to seamlessly document, adapt, and tailor instruction to each child's individual needs. Assessment components include formal baseline screeners that measure domains including alphabet knowledge, phonological awareness, and number skills. These strategically scheduled assessments occur at regular intervals, including the beginning, middle, and end of the year, map long-term side-by-side growth to share with families. For example, in Unit 5, the teacher observes and documents children's abilities to sustain attention and demonstrate self-control during independent learning centers. The teacher records these interactions directly within the Attention and Self-Control columns of the Interpersonal Skills and Executive Functioning Checklist and then consolidates the data into the corresponding domain rubric monthly to

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			inform progress reporting. Additionally, starting on Day 6, teachers use the Number Skills, Verbal Counting section of the Benchmark Assessment as an active formative checkpoint. In Unit 15, the teacher begins administering the end-of-year Benchmark Assessment to verify developmental milestones. Also, during math instruction, the teacher records data using the Mathematics Development Checklist, consolidating annotations into a formal Mathematics Development Rubric for each individual child at the end of the unit to identify trends and structure flexible small-group interventions.
	Required 6b) Assessment occurs frequently to ensure that current knowledge of each child's development is accurate.	Yes	Assessments occur frequently to ensure that current knowledge of each child's development is accurate. The materials feature a structured assessment model designed to maintain an accurate, real-time understanding of each child's individual development. Materials provide teachers with explicit scheduling guidance to ensure evaluations occur at developmentally appropriate intervals throughout the daily, weekly, and monthly routines. The materials allow for frequent and purposeful implementation of formative assessments during learning, free play, and social interactions between children to promote growth in all domains. The Observation and Recording Forms provide checklists to allow teachers to collect quick anecdotal data and rubrics to consolidate and communicate this

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			data. Recording forms are provided for nine domains: Interpersonal Skills and Executive Functioning, Physical Development, Language Development, Literacy Development, Phonological Awareness Development, Mathematics Development, Science/STEAM Development, Social Studies Development, Fine Motor Development, and Free Play. Formative assessment data is collected continuously throughout the year, updated, and analyzed frequently. The Observation and Assessment guide provides Planning for Small Groups guidance. Small-group Literacy lessons are built into the day and include additional opportunities to incorporate small-group instruction across learning blocks. The teacher may choose to work with children during independent or guided practice or have a paraprofessional support children who require scaffolded support or enrichment. The teacher makes the instructional decisions by analyzing checklists to look for trends, to determine if multiple children are struggling with or are ready for extension in a particular area, and plan small-group instruction to meet those needs. Additionally, the teacher uses the Small-Group Record Forms to create flexible groups and plan instruction.
	Required 6c) When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Examples may include:	Yes	When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Embedded directly within daily instructional routines are explicit

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	- Supportive language; - Movements or non-verbal cues; - Open-ended questions that prompt children to expand complex thinking or exploration; - Flexibility to accommodate children's individual needs and interests; and - Opportunities for children to take the lead in their learning.		recommendations for supportive language, open-ended questioning, and non-verbal cues that allow teachers to adjust and scaffold their evaluation of child progress in real time. Furthermore, small-group lessons and differentiated materials are designed with high flexibility, allowing teachers to honor child autonomy, follow individual child interests, and leverage family communication to get a complete picture of child growth. The Observation and Assessment Guide include a section for Considerations for Special Populations that provides guidance on assessing English Learners and Students with Disabilities. For English Learners, guidance suggests that teachers should consider children's "levels of language development for English and additional home languages" since they might not be able to "demonstrate their full capabilities in only English," and to "consider the child's behavior and communication in all languages the child uses and understands" to have an accurate representation of their knowledge. Guidance for students with disabilities notes that children may show mastery of developmental skills using different materials, modalities, or approaches than their peers, so when assessing children in early childhood settings, teachers should take into account the developmental levels and individual needs of these children. Additionally, guidance notes that some children with disabilities may work toward the same developmental expectations

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			as their typically developing peers, while others may achieve those expectations with appropriate accommodations or adaptations and that children may require alternative materials, instructional strategies, supports, or learning environments to demonstrate their knowledge and abilities across developmental domains. Assessment guidance is included when teachers administer assessments such as “If a student makes four consecutive errors, discontinue the section or present the remainder of the section to the student and ask, “Do you know the names of any of these numbers?” and “If a student appears overwhelmed or frustrated, pause or discontinue this section.” Observational checklists help inform the teacher if children are advancing, meeting, emerging, or beginning within each subcategory of each domain. Rubrics include examples within each level to help teachers determine which level the student is working at for each criterion. The guide also includes Small-Group Record Forms to help plan for small group instruction to address the needs of the children. Materials include timely guidance for supporting the varying development levels of children throughout the materials. For example, in Unit 12, Day 8, Literacy, Alphabet Knowledge Warm-Up, the teacher gathers children together and follows the Teach Letters and Sounds routine to teach the letter of the day. During the Whole-Group Lesson, the teacher displays the book <i>The Way to Go</i>. The teacher

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			says, “We made predictions about and read the book <i>The Way to Go</i> . Today, we will reread the book and make connections by thinking about the ways we would like to go places.” The teacher reads the book aloud. After reading, the teacher shares the sentence frame, “I would like to go to ___ in a _____. The teacher models sharing a response by saying, “I would like to go to the movie theater in a helicopter.” The teacher instructs children to share their responses using the sentence frame one at a time. The teacher instructs the rest of the children to move their hands like rolling wheels if they would like to go to the same place the same way. Guidance for Language Development Support includes brainstorming a list of places and modes of transportation as a group and presenting children with a few choices from the list as they use the sentence frame.
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-Negotiable Criteria but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-Negotiable Criteria.			
Compile the results for Sections I-II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
	1. Content and Complexity Within the Parameters of the Standards	Yes	A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (ELDS) while fostering integration

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
I: Non-Negotiable Criteria of Superior Quality³			of development across domains. Materials and activities present a logical and coherent progression of complexity over time. Materials spend minimal time on content outside of Louisiana’s ELDS.
	2. Appropriateness of Curriculum Materials and Activities	Yes	Materials and activities focus on responsive caregiving, building positive relationships with peers and familiar adults, and positive interactions with peers and familiar adults while learning. Materials and activities provide guidance for routines that support the health and safety of children. Materials and activities provide both teacher-directed and child-initiated experiences. Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child. Materials and activities provide frequent opportunities for children to make meaningful connections to their own knowledge and experiences and allow them to demonstrate an awareness of themselves as individuals and as members of a family and community. Materials and activities incorporate a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention.
	3. Quality of Curriculum Materials and Activities	Yes	Language and early literacy development is emphasized through resources and activities that support regular read-aloud of

³ Must score a “Yes” for all Non-Negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			appropriately complex narrative and informational texts related to a theme or topic in order to accelerate children’s background knowledge and vocabulary development; frequent use of a repeated-reading approach for texts read aloud, building from the enjoyment of the story and basic/literal comprehension to the discussion of inferential questions and drawing or writing to express understanding; pacing and time-estimate of the given literacy lessons appropriate for the targeted age group; print concept activities that demonstrate knowledge of books and how print conveys meaning; alphabet awareness activities that require letter recognition and making letter-sound connections; phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana’s ELDS; early stages of writing using a variety of tools, materials, and surfaces; and regular opportunities to communicate through written representation, symbols, and letters. Cognitive development and executive functioning are emphasized, where age-appropriate, through resources and activities that support understanding of basic concepts outlined in the Cognitive Development and General Knowledge domain of the Standards; development of scientific inquiry; perseverance and persistence to solve problems; curiosity and exploration; creative thinking; and awareness of rules and responsibilities. Materials and activities devote

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			a large majority of the time to the development and understanding of knowledge of numbers, patterns and operations, measurement, and shapes and spatial relationships. Materials and activities align with the Math outlined in Louisiana’s ELDS and promote children’s acquisition and use of the language and vocabulary of math, conceptual understanding of math content, and children’s development of perseverance and persistence in solving problems.
	4. Activities/Materials Supporting Family Engagement	Yes	Materials and activities provide a variety of family engagement activities to strengthen children’s learning and development.
II: Additional Indicators of Superior Quality⁴	5. Implementation Format of Materials and Activities	Yes	The materials are easy to use and well organized for children and early childhood educators. Educator editions are concise and easy to manage with clear connections between teacher resources. Materials provide guidance and support on how to manage transition time within the day. Suggested materials and activities appeal to children’s interests in order to deepen motivation, enjoyment, and learning. Activities include the use of safe and age-appropriate toys and manipulatives. Materials can be used in a variety of ways to help children practice and develop new skills and require the most action on the part of the child. Materials are available in appropriate formats and a variety of modalities.

⁴ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	6. Assessment and Support for All Children	Yes	Assessments consistent with Louisiana’s ELDS are provided through a variety of appropriate methods that meet each child’s developmental needs and interests in a variety of settings within the daily, weekly, and/or monthly schedule. Assessment occurs frequently to ensure that current knowledge of each child’s development is accurate. When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

Reviewer Information

Instructional Materials Review

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards — what students are expected to learn and be able to do at the end of each grade level or course — and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana, all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2025-2026 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Avoyelles, Bienville, Bossier, Caddo, Calcasieu, CSAL, East Feliciana, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, Lafayette, Lincoln, Livingston, LSU Laboratory School, Natchitoches, Ouachita, Plaquemines, Richland, St. Charles, St. Landry, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, West Baton Rouge, and Zachary Community Schools. This review represents the work of current Louisiana educators with experience in ECE and grades K-2.

Appendix I.

Publisher Response



The publisher had no response.

Appendix II.

Public Comments



There were no public comments submitted.