

Children who engage in meaningful experiences and develop skills that help lay the foundation for their future growth and development have an increased opportunity for success in school and life. Teachers of infants and toddlers play a critical role in developing relationships through high-quality interactions and observational skills in order to support their learning and developmental process. Additionally, a high-quality curriculum enables the teacher to cultivate an environment and set of individualized and integrated experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for children ages birth-5.

Title: **The Creative Curriculum for Preschool**

Age Levels: **4-5**

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Curriculum Type (Language/Literacy, Math, Integrated<sup>1</sup>): **Integrated**

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

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

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

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

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

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

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

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

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

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

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

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<sup>2</sup> Required Indicators of Superior Quality are labeled “Required” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criterion 2. Materials must meet Non-Negotiable Criteria 1 and 2 for the review to continue to Non-Negotiable Criterion 3. Materials must meet Non-Negotiable Criteria 1-3 for the review to continue to Non-Negotiable Criterion 4. Materials must meet Non-Negotiable Criteria 1-4 for the review to continue to Non-Negotiable Criterion 5. Materials must meet all of the Non-negotiable Criteria 1-5 in order for the review to continue to Section II.</b>			
<b>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</b>  Materials and activities are consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> .  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>1a)</b> A large majority of materials and activities provide substantial opportunities and experiences for children to meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> while fostering integration of development across domains (i.e., address each of the domains listed below): <ul style="list-style-type: none"> <li>• Approaches to Learning;</li> <li>• Cognitive Development/General Knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies;</li> <li>• Language and Literacy Development;</li> <li>• Physical Well-Being and Motor Development; and</li> <li>• Social-Emotional Development.</li> </ul>	<b>Yes</b>	A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards while fostering integration of development across domains. For example, Approaches to Learning, Standard 4, is obtained in the Guided Edition: Reduce, Reuse, Recycle, Investigation 2, Day 2, Large Group activity. Children demonstrate creative thinking and learn new information when responding to a question about how a paper mache bowl can be reused. The caregiver records responses recorded on the board. Cognitive Development and General Knowledge: Creative Thinking and Expression, Standard 1, is obtained as children develop an appreciation for music and participate in music and movement activities in Mighty Minutes 239, Musical Patterns. During the activity, children use percussion instruments, such as sticks, bells, shakers, and tambourines, and play the instruments in simple repeating patterns. Language and Literacy

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			<p>Development, Standard 7, is obtained in the Intentional Teaching Experiences, First Six Weeks, Library, LL04, Bookmaking activity. Children participate in shared writing as they communicate to the caregiver what they would like to be written in the books they are creating. The child then illustrates the cover and writes his or her name on the front cover. Physical Well-Being and Motor Development, Standard 4 is obtained in Intentional Teaching Experiences: Exercise, Wonderful Warm-Ups. During the activity, children join the caregiver in a warm-up to complete the following exercises: jump squats, high knees, back kicks, and grapevines. The children demonstrate their stamina by completing a series of warm-ups based on their abilities. Social-Emotional Development, Standard 3 is obtained in Guided Edition: First Weeks of School, Day 4, Focus Question 5. During the activity, children participate in a Choice Time center and express feelings and beliefs regarding whether they are capable of successfully making decisions, accomplishing tasks, and meeting goals from a range of options. The centers include interest areas such as technology, toys, and games and are spread around the classroom for children to interact. Cognitive Development and General Knowledge,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Standard 3, is obtained in the Guided Edition: Clothes, Day 2: Celebrate Learning, Large Group. During the activity, children experience, respond, and engage in regards to a variety of dramatic performances. Children walk down the runway and explain to their guests/parents what kind of clothing they are wearing and how the clothing was made. Children use this opportunity to showcase and recall information learned from the unit. After the fashion show, children bring their guests to different places in the classroom, introducing various stations and items used to create clothing. Children then recreate the roles of fashion designer and seamstress.</p>
<p><b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>2a)</b> Materials and activities focus on responsive caregiving, relationships and emotional connection.</p>	<p><b>Yes</b></p>	<p>Materials and activities focus on responsive caregiving, relationships, and emotional connections. Responsive caregiving falls within the Intentional Teaching Experiences: First Weeks of School, Actively Listening to Children, which explains that actively listening helps the caregiver get to know children by letting them know that the caregiver cares for them. While listening to the children, the caregiver models empathy and good listening skills, which the children need to build successful relationships with peers. Caregiver guidance states that active listening helps diffuse challenging situations when children</p>

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			<p>are experiencing strong emotions. In Intentional Teaching Experiences: First Weeks of School, SE02: Look Who’s Here, the caregiver presents name cards and pictures of each child. Then the caregiver introduces the daily attendance pocket chart and involves children in daily routines, such as taking attendance, to help them realize they are members of the classroom community. The children learn each other’s names by assisting the caregiver with taking attendance using the pocket chart. In the Book Discovery Cards, Exercise 15: Bear Feels Sick, caregiver guidance supports children’s understanding of social-emotional development by asking the following questions: “When bear’s friends see that he is sick, they could leave him alone and go play, but instead, they stay and help him feel better. Why is it important to help others even when we want to play and have fun?”</p>
	<p><b>Required</b>  <b>2b)</b> Materials and activities provide guidance for routines that support the health and safety of children.</p>	<p><b>Yes</b></p>	<p>Materials and activities provide guidance for routines that support health and safety of children. The materials and activities include guidance on creating a safe environment including physical and emotional safety, as well as routines that help children develop appropriate health and hygiene skills while demonstrating safe behaviors. For example, in Volume 2: Interest Areas,</p>

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			<p>Art, the caregiver demonstrates responsible caregiving by ensuring the woodworking station is sturdy and stable. Materials suggest that the table should be child-sized, made of strong wood, and well-secured. In addition, benches should not wobble, as they must withstand repeated pounding and sawing. The caregiver introduces the woodworking materials, a few at a time. Guidance suggests using real tools because they provide a more authentic experience and are actually safer because they do not break and leave children susceptible to injury. To ensure safety, the caregiver makes sure children know how to use each tool and can demonstrate proper use before leaving children to use the materials alone. In The Foundation, Volume 1, Chapter 2, The Learning Environment, guidance suggests that caregivers conduct a health and safety check prior to and during children's arrival as part of the suggested schedule. The check includes tasks such as refilling bathroom supplies, removing any broken or torn materials, and checking outside for trash. During this time, caregivers also supervise hand-washing.</p>
	<p><b>Required</b>  <b>2c)</b> Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children are</p>	<p><b>Yes</b></p>	<p>Materials and activities are provided through both caregiver-directed and child-initiated experiences. Caregiver-directed and caregiver-led instruction</p>

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	<p>given substantial opportunities to choose interest areas/learning centers and activities within each).</p>		<p>occurs throughout the lessons and activities, especially in the nine Intentional Teaching Experiences. For example, in Intentional Teaching Experiences: Trees, LL28: Toys and Games, Stick Letters, the caregiver introduces the knowledge of the letters of the alphabet. The caregiver invites the children to the table, shows the collection of sticks, and explains that they will be using the sticks to make letters. The caregiver then starts by making the connection of letters in the caregiver's name by introducing the first letter and asking the children how many sticks they believe will be used to make the letter. The caregiver explains how letters are formed and that some letters only use straight lines while showing the children the alphabet cards and encouraging them to help find all letters that are formed with only straight lines. The caregiver then discusses the differences between uppercase and lowercase letters and continues to lead children in this intentional experience as long as it interests them. There are ten interest areas for children to choose from: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, and Technology. Children have Choice Time each day in which they can choose an area of interest to explore.</p>



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			<p>For example, in Teaching Guides: Buildings, Exploring the Topic, Day 4, children choose an interest area during Choice Time. For children who choose the Art area, caregivers review the definition of a building, show the children photos of different types of buildings and non-buildings, and invite the children to sort the photos into two groups.</p>
	<p><b>Required</b>  <b>2d)</b> Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child (i.e., does not support practice through the use of worksheets, etc.).</p>	<p><b>Yes</b></p>	<p>Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child. Hands-on activities and interactive engagement opportunities are provided for children during the guided lessons. For example, in the Guided Edition: Water, Day 2, Investigation 1, the caregiver introduces the theme lesson, “We use water to clean.” The caregiver tells children that they will use various materials, such as ink, sand, and dirt to get their hands dirty. The caregiver passes around an ink pad, and the children use the ink pad to get their hands dirty. The caregiver discusses various ways to clean the ink off their hands, and children test out their guesses in the classroom. The caregiver explains how water is a way that children can clean their hands and directs children into interest areas.</p>

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			<p>Children experiment with various materials to get their hands dirty and then use materials, such as rags, to get their hands clean. Ultimately, children realize that water gets their hands completely clean. In Guided Edition: Reduce, Reuse, and Recycle, Day 2, Exploring the Topic, the caregiver repeats the child's responses and elaborates during the discussion and shared writing activity. The caregiver explains to the children that they will take a walk to look at different types of trash. On the walk, the caregiver introduces words such as trash can, shredder, and custodian. Once the walk is complete, the caregiver brings the children back into the classroom where the children complete a shared writing activity in which they recall their walk and use vocabulary learned from the trip. The caregiver adds vocabulary to the bulletin board to use throughout the unit. In Intentional Teaching Experiences, First Six Weeks, Cooking, LL36, Salsa, children engage in a hands-on activity that encourages interactive engagement and oral interaction. During the activity, children chop vegetables and combine them in a bowl while the caregiver asks them to describe their actions and records what they say on a chart.</p>

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	<p><b>Required</b></p> <p><b>2e)</b> Materials and activities are included that are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms.</p> <ul style="list-style-type: none"> <li>• Literature</li> <li>• Posters</li> <li>• Music</li> <li>• Art</li> <li>• Thematic units</li> <li>• Family engagement activities</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Teacher materials provide guidance for culturally responsive teaching.</li> <li>• Curriculum builds in times throughout the unit/year for families to share their cultures.</li> </ul>	<p><b>Yes</b></p>	<p>Materials and activities are included that are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms. In Volume 3: Social-Emotional, Cognitive Development, Library Area, library book materials feature titles that reflect diversity and build cultural awareness. The books appeal to diverse experiences and interests and relate to various lifestyles to reflect differences in cultures. Guided Editions within the program also recommend various book titles for the classroom. The following books are suggested for diversity and cultural awareness: <i>Quinceanera</i>, by Judith Stamper, and <i>World of Families</i>, printed by Teaching Strategies. The unit Guided Edition: Clothes, is delivered and taught to meet the needs of all learners. The materials provide thoughtful planning, individualized activities, and activity adaptations to help ensure that all children are able to participate fully in the unit. For example, a variety of different sized buttons are available for children to grasp, manipulate, and explore. Clothing with high contrasting colors supports children with visual impairments. In addition, fabric scraps and a small sewing machine are available for high ability and advanced</p>

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			<p>learners. During Mighty Minutes, 209, Hello Around the World, children sing the song “The Farmer in the Dell” and repeat it in additional languages. The caregiver then invites the children to share any other words they use to say hello to friends and family members in various languages.</p>
	<p><b>Required 2f)</b> Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group and individualized attention.</p>	<p><b>Yes</b></p>	<p>Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group and individualized attention. Guidance is included for all areas of the schedule including arrival, group meeting, choice time, cleanup, handwashing, snack, small groups, outdoor choice time, read-aloud, lunch, rest and quiet activities, and departures. In Guided Edition: Wheels, Day 1: Investigations, the caregiver incorporates activities within a large group to take place in an outdoor setting. The caregiver explains to the children that they will go to the parking lot today for their daily question, “How did you get to school today?” The caregiver takes the children to the parking lot, where they take notes and create observational drawings of the various tires they see in the parking lot. After returning to the classroom, the children share their drawings with the class, and the</p>

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			<p>caregiver adds them to the bulletin board. Within Guided Edition: Buildings, Day 4, the caregiver provides guidance during whole group instruction for the Discussion and Shared Writing: What Do We Want to Find Out About Buildings? activity. The caregiver encourages children to share their ideas, while he or she records them on a chart labeled, What We Want to Find Out About Buildings.</p> <p>Guided Edition: Wheels: Investigation 2, Day 5 provides guidance for Choice Time by giving caregivers suggestions for interactions with the children in each interest area. Caregivers ask questions that encourage children to notice how the wheel helps the pulley to lift items, such as “What would happen if you tried to lift that basket without the wheel in the pulley?” or “How does the wheel help the string move as you pull it?” In Volume 3, Social-Emotional, Physical &amp; Cognitive Development, Observing Children’s Development, caregivers interact with children individually. Materials include questions for engaging children in “back-and-forth thoughtful discussion.” Questions include: “How do you feel when ___?” “What do you do when you feel ___?” and “How can we help when ___?”</p>

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<p><b>3. COMPLEXITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>3a)</b> Materials and activities optimally support children learning at different developmental stages (e.g., <i>security</i> for infants, <i>exploration</i> for mobile infants, <i>identity</i> for toddlers, <i>language and literacy</i> for preschool).</p>	<p><b>Yes</b></p>	<p>Materials and activities optimally support children learning at different developmental stages. For example, in Guided Edition: Exercise, Day 4, Investigation 1, Large Group, Discussion and Shared Writing, children listen to and build understanding of increasingly complex language. The caregiver introduces new vocabulary words: flexible, muscles, stretching, and move. The caregiver demonstrates how to stretch, and children mimic the moves from the caregiver. Children then write about the stretches and which body parts they use to complete the move using the new vocabulary words introduced and share their answers. This activity helps children comprehend and use increasingly complex and varied vocabulary. In Guided Edition: Trees, Day 1: Investigation 2, Mighty Minutes, children respond appropriately to specific vocabulary and simple statements, questions, and stories. During the Mighty Minutes lesson, children act out life cycles of a butterfly after the caregiver reads a related story and demonstrates sips, drinks, and slurps for how a butterfly drinks. This lesson helps children demonstrate an understanding and use of new vocabulary introduced through conversations, activities, or listening to texts read aloud. The materials include</p>

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			<p>specific sections titled “Including All Children” to plan documents and activities. For example, Intentional Teaching Experiences: Exercise, M8, Dramatic Play, Wash Day provides suggestions for children at different developmental stages in the Including All Children section, such as using photos, drawings, gestures, and other body language to “model or represent the terms long, longer, longest, short, shorter, and shortest” or offering other ways for children to hang socks by having them “fasten the socks onto hook-and-loop fasteners on a chalkboard tray.” The materials also state that caregivers pair children together and have one child describe where the next sock should go and the other child fasten it.</p> <p>Additional guidance suggests that the caregiver can tape paper footprints or add arrows to the floor to help children follow the story from left to right. This activity allows children to demonstrate understanding of the concepts of positions and comparisons.</p>
	<p><b>Required</b>  <b>3b)</b> Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way; play encounters, interactions and routines become increasingly complex).</p>	<p><b>Yes</b></p>	<p>Materials and activities present a logical and coherent progression of complexity over time. The Intentional Teaching Experiences activities provide teaching sequences that increase in complexity over time. For example, Intentional Teaching Experiences, Balls, Toys and Games, M17, Guessing Jar</p>

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			<p>includes a color-coded teaching sequence with the activity. The sequence provides increasingly complex questions and activities for the lesson based on each child’s learning level. For example, a child on the green level will estimate up to ten objects, and a child on the blue and purple levels will estimate up to twenty. Vocabulary becomes increasingly complex in the Intentional Teaching Experiences, Shared Writing: Teaching Sequence. To address the objective of print concepts, the caregiver follows a teaching sequence that starts with the caregiver writing for children while repeating the words back to the child. Then, the caregiver points out letters in the child’s name, such as “I’m writing your name, Marcus; M-A-R-C-U-S.” The caregiver shares a writing activity that increases in complexity later in the materials when the caregiver discusses individual words and letters from a specific topic. The caregiver also asks children where to begin reading by saying, “We just finished writing about the Zoo. Let’s read it together. Where should I start reading?” Lastly, the complexity increases when the caregiver asks children to review a chart, slowly matching each spoken word to the written word as the caregiver and children say the words together and</p>



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			<p>the children point to each word spoken. In Book Discovery Cards, Trees, 13, Pablo’s Tree, the materials outline three read-alouds for the text. The second read-aloud increases in complexity from the first read-aloud, and the third read-aloud increases in complexity from the second read-aloud. For example, in the first read-aloud, the caregiver introduces the characters and the problem. In the second read-aloud, the caregiver recalls the characters and the problem. In the third read-aloud, the children recall the problem and solution themselves.</p>
<p><b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b><i>Applicable to Ages 0-3</i></b> <b>4a)</b> Infant and toddler language and literacy development is emphasized through resources and activities that support (where developmentally appropriate):</p> <ul style="list-style-type: none"> <li>• Frequent talk and conversations during daily routines (e.g., diapering and transitions);</li> <li>• Social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate;</li> <li>• Open-ended questions that do not have a “yes” or “no” answer;</li> <li>• Use of texts, including rhymes, finger plays, and music/songs, that are appropriate for each developmental stage;</li> <li>• Regular and repeated read-alouds (with close repetition) of texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate background knowledge and vocabulary development;</li> </ul>	<p><b>Yes</b></p>	<p>Language and literacy development is emphasized through resources and activities that support reading comprehension and build vocabulary knowledge. The materials provide regular read-alouds by building in a read-aloud block each day that focuses on both narrative and informational texts. Materials for read-alouds include book discovery cards that detail vocabulary and provide instruction for what to do before, during, and after each read-aloud. Each text includes guidance for the first, second, and third read-aloud, which provides opportunities for multiple, purposeful readings. In addition, the Mighty Minutes activities include phonological awareness instruction. The Guided</p>

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	<ul style="list-style-type: none"> <li>• Pre-writing skills (e.g., holding objects and scribbling or drawing/painting to convey a message); and</li> <li>• Print awareness and letter knowledge.</li> </ul> <p><b>Applicable to Ages 3-4</b></p> <p><b>4a)</b> Language and literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group;</li> <li>• Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by <a href="#">Louisiana’s Early Learning and Development Standards</a>;</li> <li>• Early stages of writing (e.g., form shapes and letter like symbols) using a variety of tools, materials, and surfaces; and</li> <li>• Regular opportunities to communicate through written representation, symbols, and letters.</li> </ul>		<p>Edition: Reduce, Reuse, Recycle, Day 1, Exploring the Topic provides children with regular read-aloud opportunities of appropriate informational texts related to the prior knowledge about reusing, reducing, and recycling children receive from the caregiver. This allows children to strengthen oral language skills and build vocabulary while expanding vocabulary use so that new vocabulary becomes part of spontaneous speech. Before the read-aloud, the caregiver reads the title and asks the class what the story will be about. Children respond to the question, and the caregiver reads, / <i>Stink!</i> to the class. During the read-aloud, the caregiver draws attention to all the items the garbage truck collects. After the reading, the caregiver collects the children’s responses regarding the various items they noticed the people throwing away. In Mighty Minutes 252, Spinning Tires, children demonstrate phonological awareness, phonics skills, and word recognition while they notice and discriminate rhymes. The caregiver writes the rhyme on chart paper and sings to the tune of “Twinkle, Twinkle, Little Star,” and children identify the rhyming words. The caregiver supports children in circling the rhyming words on the chart paper. In the Book Discovery Cards, Wheels, Read-Aloud 20, The Lonely Mailman, children</p>

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			<p>reconstruct parts of the story after the caregiver reads a few pages. The caregiver asks questions such as, “What is happening here?” or “What happens next?” that help children recall the events of the story. The caregiver encourages children to explain what the characters are thinking and feeling. In Guided Edition: Trees, Day 1, Investigation 3, Large Group Roundup, children communicate through written representations, symbols, and letters when they use a combination of drawing, dictating, and/or writing on the classroom chart in response to the question “Who Lives in Trees?”</p>
	<p><b>Required</b>  <b>4b)</b> Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support:</p> <ul style="list-style-type: none"> <li>• Understanding of basic math concepts (e.g., counting, comparing size, spatial relationships songs);</li> <li>• Development of science concepts (e.g., body parts, weather, plants, animals);</li> <li>• Perseverance and persistence to solve problems;</li> <li>• Curiosity and exploration;</li> <li>• Creative thinking (e.g., pretending, make-believe play, role playing); and</li> <li>• Awareness of rules and responsibilities.</li> </ul>	<b>Yes</b>	<p>Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support understanding of basic math concepts, development of science concepts, perseverance and persistence, curiosity and exploration, creative thinking and awareness of rules and responsibilities. The Foundation Guide, Volume 5: Mathematics explains and provides examples of math activities that systematically address number sense, geometry, and measurement. Each concept is broken down into components. Components are introduced and practiced in a sequential approach so that children</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>develop a deeper understanding of the components. As children’s skills become fluent they can be applied in increasingly complex contexts. In addition, all of the activities provide opportunities for caregivers to personalize support for children who are at different levels of readiness. For example, in the Guided Edition: Trees, Day 2, Investigation 2, Large Group RoundUp, children explore the basic concept of comparing sizes as they compare lengths of yarn to identify which tree trunk size is largest. As children answer questions such as “Is this tree trunk bigger?” they use mathematical reasoning to explain how and why they reached their answer. In the Mighty Minutes 204, How’s the Weather? activity, children engage in the development of science concepts about weather as they observe the weather and sing a song with weather vocabulary, including words such as sunny, cold, and rainy. The activity incorporates creative thinking by asking children to pretend to put on garments for the current type of weather. In Intentional Teaching Experiences, Wheels, Toys and Games, M17, Guessing Jar, children explore basic math concepts as they estimate how many objects are in a jar. The caregiver incorporates vocabulary into instruction while explaining what the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>word “estimate” means. After children guess the number of objects, they open the jar and count the objects with the caregiver. In Guided Edition: Reduce, Reuse, Recycle, Day 1, Investigation 2, Large Group, the caregiver offers a simple example of what can be created from a plastic bottle that might excite the children. Children begin thinking about the different ways they can turn items that are typically thrown away into something new in the classroom interest areas. Open-ended activities provide the opportunity for children to use creativity, perseverance, and imagination to make something new and unexpected in Guided Edition: The First Six Weeks, Days 1-5 focus on classroom rules and responsibilities. For example, in Focus Question 3: Day 1, the caregiver models and explains how to use and put away classroom materials. The activity sets the stage for children to develop independence and shared responsibility in the classroom. This supports establishing a classroom community to set limits and discussing why rules are needed.</p>
	<p><b>Required</b>  <b><i>Applicable to Ages 3-4</i></b>  <b>4c)</b> 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 <a href="#">Louisiana</a></p>	<p><b>Yes</b></p>	<p>Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><a href="#"><u>Birth to Five Early Learning and Development Standards</u></a> and adhering to the following indicators of quality:</p> <ul style="list-style-type: none"> <li>• Promote children’s acquisition and use of the language and vocabulary of math,</li> <li>• Promote conceptual understanding of math content, and</li> <li>• Promote children’s development of perseverance and persistence in solving problems.</li> </ul>		<p>the Louisiana Birth to Five Early Learning and Development Standards and adhering to indicators of quality. The materials introduce children to math concepts through a variety of activities and learning formats. In the Foundations Guide, Volume 5: Mathematics, math concepts are related to five processing skill strands including: problem-solving, reasoning, communicating, connecting, and representing. For example, in Intentional Teaching Experiences: Wheels, M40, Cube Trains, children understand basic patterns, operations, and concepts by recognizing, copying, and extending patterns of the train car. The caregiver introduces the train car pattern with AB colors. Then the caregiver explains and introduces the ABC pattern. After showing the pattern to children, the caregiver hands out train car cubes in ABC colors. Children are then encouraged to talk about patterns as they play and create their own ABC pattern. In Mighty Minutes 224, Five Big Leaves, children use number concepts and operations. The caregiver reads a poem while children practice number concepts by holding up five fingers and putting one down each time a leaf falls in the poem. Children count down from five to one. In the same activity, guidance suggests that caregivers have children use other</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>materials to represent the leaves and direct children to collect leaves outside while the caregiver recites the poem. In Intentional Teaching Experiences, M01 - Dramatic Play, Dinnertime, children use number concepts and operations to quantify. Children count, add, and subtract items after they set a table with objects such as napkins, forks, and plates. In Intentional Teaching Experiences, P39, Outdoors, Beach Ball Kicker, the caregiver invites children to join in the game of kicking the beach ball. First, the caregiver models the kicking motion of pulling the leg back and swinging it forward. Then the caregiver provides stable support and allows children to practice kicking the beach ball. Children kick the ball a few feet in front of them. As the game continues, the caregiver instructs the children to work through various tasks of varying degrees such as kicking the ball along a straight line and kicking the ball around a cone. The caregiver provides additional support and assistance if needed while observing children to document the children's initiative and perseverance in the activity.</p>
	<p><b>Required</b>  <b>4d) Social-emotional learning is emphasized through resources and activities that support:</b></p> <ul style="list-style-type: none"> <li>Developing healthy relationships and interactions with peers and adults;</li> </ul>	<p><b>Yes</b></p>	<p>Social-emotional learning is emphasized through resources and activities that support developing healthy relationships and interactions with peers and adults, developing a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> <li>• Developing a positive self-identify and sense of belonging;</li> <li>• Expressing feelings and beliefs that lead to successfully making decisions, accomplishing tasks, and meeting goals;</li> <li>• Regulating one’s own emotions and behavior;</li> <li>• Regulating one’s attention, impulses, and behavior; and</li> </ul> <p>Indicators consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p>		<p>positive self-identity and sense of belonging, expressing feelings and beliefs, and regulating one’s own emotions, attention, impulses and behavior. The Foundations Volume 3: Social-Emotional Learning introduces social-emotional learning and its connection to areas and learning within the materials such as interest centers and outdoor play. This learning is intended to foster “the recognition and championship of children’s social and emotional lives.” By teaching these skills in the classroom, caregivers support student development of the skill sets needed for children to appropriately handle challenging situations in a constructive and effective manner. For example, in Guided Edition: Clothes, Day 3: Investigation 3, Choice Time, children create donation bins. The caregiver explains that many children and adults do not have enough clothing at home. Such conversations support children’s social-emotional skills by developing and promoting empathy for others. During the activity, the caregiver asks questions such as “How would you feel if you did not have enough clothing?” or “How can you help others who do not have enough clothing?” In addition to responding to emotional cues, the caregiver uses the children’s responses for observational documentation. In</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the Book Discovery Cards, <i>Balls, Just Like Josh Gibson</i>, after reading the read-aloud for the first time, caregivers support children’s understanding of social-emotional development by asking the following questions: “Is there a sport you like to play?” “How would you feel if someone told you not to play that sport because you are a boy or a girl?” and “What would you do or say if someone said that to you?”</p>
<p><b>5. ACTIVITIES/MATERIALS SUPPORTING FAMILY PARTICIPATION</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>5a)</b> Materials provide a variety of family engagement activities to strengthen children’s learning and development, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Aligned activities;</li> <li>• Virtual portals;</li> <li>• Stories/books; and</li> <li>• Learning extensions to be completed at home.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide a variety of family engagement activities to strengthen children’s learning and development. Foundations, Volume 7: Objectives for Development &amp; Learning, Cognitive provides a strategy to meet the program’s Objective 14, Use symbols and images to represent something not present. The strategy suggests that caregivers provide props within the play center that represent or match a child’s family background. Another strategy for meeting this objective suggests that the caregiver exposes and enhances children’s knowledge of the world and the roles people play within various communities to incorporate all children’s’ backgrounds. This includes bringing family members into centers to speak about their own roles within their current communities as well as within their own cultural communities. Foundation, Volume 2, Interest Areas provides letters to send</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>home to families about each Interest Area. Letters include a Letter to Families About Outdoor Play, which offers tips for what families can do at home. The letters are available in both English and Spanish. In Intentional Teaching Experiences: Buildings, LL39, My Daily Journal, children participate in daily journal writing. Journaling provides the caregiver the opportunity to find out what is happening with the child outside of the school setting, which helps build relationships through learning about the child’s family experiences. Children can invite family members to share in the journaling experience at arrival and dismissal each day.</p>
<b>SECTION II: ADDITIONAL INDICATORS OF QUALITY</b>			
<p><b>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b></p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>6a)</b> The materials are easy to use and well organized for children and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials provide guidance and support on how to manage transition time within the day.</p>	<p><b>Yes</b></p>	<p>The materials are easy to use and well-organized for children and caregivers. Caregiver editions are concise and easy to manage with clear connections between caregiver resources. Materials provide guidance and support on how to manage transition time within the day. The materials provide caregivers with instructional and support resources to utilize throughout the year, including: The Foundations (Volumes), Teaching Guides (Studies), Intentional Teaching Experiences, Children’s Book Collection, Book Discovery Cards, and Mighty Minutes.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>The Foundations Volume books focus on Foundation, Interest Areas, Social-Emotional, Language and Literature, Math, Science, and Objectives and Development for Learning. The Objectives and Development for Learning Volume provides detailed information, components, and guidance for the program. The volume describes when and how caregivers should implement the materials as the school year progresses and as children develop and grow. For example, progressions of development and learning include indicators and examples based on standard development and learning expectations for various age groups within the program. The levels are used to label each point of progression in learning, and the color labels indicate the ages in which progression can and should occur. Teaching Guides (Studies) offer in depth studies revolving around a central theme and focus question. For example, Guided Edition: First Six Weeks Study, offers detailed daily plans for helping children get to know people and places in the school, become familiar with daily schedules and routines, work and play cooperatively, and help establish classroom rules. In addition, the materials provide practical strategies for setting up the classroom space,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>6b)</b> Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.</p>	<p><b>Yes</b></p>	<p>planning developmentally appropriate learning experiences, structuring a daily schedule, and connecting with families.</p> <p>Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment, and learning. Activities support instructional topics and promote child engagement in order to deepen understanding. For example, in Intentional Learning Experience: Wheels, M10, Biscuits, children compare and measure to make biscuits. The caregiver offers each child the opportunity to mix, measure, and scoop ingredients required to create the baked goods. The children also create a recipe and eat the biscuits they bake. Activities within the program consider children's interest and enjoyment. For example, in Guided Edition: Water, Day 4, Investigation 3, children participate in an intentional learning experience during small groups to create oobleck. Children scoop, measure, and mix the ingredients to make oobleck. In Intentional Teaching Experiences: Clothes, Cooking, M27, Peach Cobbler, children follow a recipe to make peach cobbler, appealing to children’s interests and enjoyment by allowing them to measure, mix, bake, and taste what they make. This supports the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>6c)</b> Activities include use of safe and appropriate toys and manipulatives (e.g., play dough, dolls, toy trucks/cars, stacking rings, nesting cups, blocks, puzzles, plastic animals, puppets, rattles and musical instruments, art materials, dress-up clothes, props, realistic-looking toys that represent items such as food) that can be used in a variety of ways to help children practice and develop new skills (e.g., fine motor, memory, listening, self-control, language, problem-solving, relationship-building, physical, spatial relations) and require the most action on the part of the child.</p>	<p><b>Yes</b></p>	<p>instructional focus by having children measure, count, infer what will happen when the cobbler is baked, and make observations throughout the activity.</p> <p>Activities include use of safe and appropriate toys and manipulatives that can be used in a variety of ways to help children practice and develop new skills and require the most action on the part of the child. In Guided Edition: Clothes, Day 3, Investigation 2, Choice Time, the caregiver displays a clothesline and a pile of small clothing items, such as hand towels or socks, along with water-filled spray bottles, wooden spoons, and clothespins. The caregiver offers the children the opportunity to spray down the clothes and squeeze out the excess water, then directs the children to use clothespins to place the clothing in an area where it will dry. The activity requires fine motor skills due to the use of specific muscles to open the clothespins. Materials in the Intentional Teaching Experiences: Exercise, Dramatic Play, M01, Dinnertime activity include paper or plastic dishes, napkins, utensils, cups, and placemats. All materials are safe, appropriate, and realistic-looking. These materials align with the objectives of the activity to help children practice and develop new skills as they pretend to invite friends</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>to dinner and discuss who they would invite and what types of food they might serve. Children answer questions and story problems that encourage counting, separating, and combining, and the activity as a whole requires the most action on the part of the child. In Intentional Teaching Experiences, Exercise, M61, Shake, Rattle, and Roll, children use the concepts of numbers and operations to match shapes and colors onto collection plates. The caregiver provides each child with a paper plate and various plastic shapes, then children shake the containers, roll out the shapes, and sort the items onto their paper plates.</p>
	<p><b>Required</b>  <b>6d)</b> Materials are available in appropriate formats (e.g., vinyl books and board books) and a variety of formats (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<p><b>Yes</b></p>	<p>Materials are available in appropriate formats and a variety of formats. Variety in the instructional materials supports the learning process. For example, in Guided Edition, Water, Investigation 1, Day 5, children use the senses of sight, hearing, touch, smell, and taste to explore water. Children also explore how water is used to cook, clean, play, and create. The read-aloud activity incorporates the book, <i>Water Wonders: Connect the Clues</i>. Children use clues and pictures from the story to determine the job in which water is used. Children also participate in the Intentional Learning Experience, M08, Baggie Ice Cream, to create ice cream using water as an ingredient.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Additionally, charts and posters are available to enhance children’s learning while including rich vocabulary. Materials also support the needs of various learners, such as visual, kinesthetic, and auditory learners. For example, in Guided Edition: Trees, Investigation 2, the caregiver posts a list of vocabulary on the classroom chart for the unit question, “How Trees Grow and Change?” and encourages children to use the visual during their investigations. The caregiver also provides kinesthetic and tactile materials within the Question of the Day, such as items required to create a version of themselves on chart paper which they use to measure and compare to the trees outside. Mighty Minute activities are available as part of the caregiver’s materials and include posters with colored pictures that appeal to children and introduce learning concepts of print through letters, words, and relevant graphics. For example, the poster for the Bubble Pop activity contains illustrations of children playing with and popping bubbles.</p>
<p><b>7. ASSESSMENT</b> Materials offer assessment opportunities that accurately</p>	<p><b>Required</b> <b>7a)</b> Assessments consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> are provided through a variety of appropriate methods (e.g. anecdotal</p>	<p><b>Yes</b></p>	<p>Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods. The materials</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>observations/notes, photographs, checklists, work samples and family perspectives).</p>		<p>provide guidance for caregivers in collecting observational data through the following methods: observation, work samples, family input, photos, and videos. For example, the caregiver records observations, reflections, and responses during Choice Time to assess knowledge, abilities, and skills. This assessment data also drives future classroom planning and subsequent interactions with the children, as well as provides guidance for scaffolding and extended learning opportunities. Guided Edition: Getting Started provides a checklist titled “Planning for Ongoing, Observation-Based Assessment” which includes guidance for caregivers to use ongoing, observation-based assessments that support children’s learning and inform caregivers’ instructional decisions. For example, the materials explain the importance of having a system for conducting observations in the Setting Up a System section. The materials state that if the caregiver is using GOLD, the system for organizing and storing observation notes is already set up, but if the caregiver uses other systems he or she should “organize a notebook by each child’s name and store work samples in large envelopes” or other storage file containers. The caregiver checklist also explains that it is best to “make notes during or</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>immediately after an observation” and offers suggestions for recording observations such as “use sticky notes to write what you see, keep the sticky notes in a file for each child, and record brief notes and phrases” to help the caregiver remember what happened. Guided Edition: Volume 1, Foundation, Chapter 5, Partnering With Families provides guidance on meeting with families and includes suggestions for sharing assessment information. Caregiver guidance suggests having the family answer questions about what objectives are important to them and what observations they have made in relation to learning objectives at home.</p>
	<p><b>Required</b>  <b>7b)</b> Materials and activities promote an ongoing process that includes observation, documentation, reflection and adaptation to meet each child’s interests and developmental needs in a variety of settings within the daily schedule.</p>	<p><b>Yes</b></p>	<p>Materials and activities promote an ongoing process that includes observation, documentation, reflection and adaptation to meet each child’s interests and developmental needs in a variety of settings within the daily schedule. Caregivers engage in the ongoing process of observation and adaptation to meet each child’s needs by continuously gathering information about the child’s needs and tailoring the instruction of the lesson to meet those needs. For example, the materials provide “before, during and after” observations during the read-aloud sections in which the caregiver observes the children and adapts the read-aloud questions to meet their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>needs. Observation and questions are also embedded into the lessons to ensure adaptation to meet each child’s interests. For example, in Guided Edition: Buildings, Investigation 3, Day 3, Reflection, the guides recommend that caregivers think of ways to use other topics that broaden the children’s interests. The materials support flexibility within the lessons for children to learn and explore other things related to the school and community or the children’s families. In Intentional Teaching Experiences: Water, Toys and Games, M50, The Farmer Build a Fence, reflection and observation questions are embedded in the activity under Questions to Guide Your Observations. Each activity of the Intentional Teaching Experiences provides this section, and each question is tied to a specific learning objective. Questions in this particular activity include: “Was the child able to use the elastic band to form a shape?” and “What shapes did the child recognize?” for Objective 21b; “Was the child able to convey his or her ideas about the process of making shapes?” for Objective 9a; “How long was the child able to attend to this experience?” for Objective 11a; and “Did the child sing along?” for Objective 34.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>7c)</b> Assessment occurs frequently to assure that current knowledge of each child’s development is accurate.</p>	<p><b>Yes</b></p>	<p>Assessment occurs frequently to assure that current knowledge of each child’s development is accurate. In Guided Edition: Getting Started, Planning for Ongoing Observation-based Assessment, the overview advises the caregiver on how to use the assessments in a formative manner. For example, the materials suggest that caregivers continuously gather information about individual children and use these findings to tailor instruction to meet the developmental needs of each child. The materials also provide authentic performance assessments with actionable next steps at appropriate intervals, such as during classroom activities. In these assessments, the caregiver asks questions, and the child demonstrates what he or she knows by performing the activity. During Intentional Teaching Experiences, Exercise, P17, Balance on a Beam, the caregiver invites children to explore different ways to walk across the beam. As the children continue this exploration, the caregiver challenges children to walk backwards, sideways, or crawl to demonstrate skills improvement. Guided Edition: Clothes, Exploring the Topic, Day 2 provides assessment guidance titled, “Guiding Your Observations during Large Group time.” As they discuss different</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>clothing items and where the items go on the children’s bodies, caregivers notice how children use words such as on, around, or over. Caregivers document these interactions to measure children’s progress for Objective 9a, “Uses an expanding expressive vocabulary,” and Objective 21a, “Understands spatial relationships.” Questions to Guide Observations for all Intentional Teaching Experiences are also provided for caregivers. For example, in Intentional Teaching Experiences: Trees, LL64 Library, Will You Read to Me?, questions include: “What emergent reading skills did the child demonstrate?” for Objective 18b; “How clearly did the child speak while pretending to read?” for Objective 9b; and “What details from the story did the child retell?” for Objective 18c.</p>
<p><b>8. SCAFFOLDING AND SUPPORT</b></p> <p>Materials and activities provide all children with opportunities and support to meet the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>8a)</b> Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children (e.g., dual language learners and children with disabilities, etc.). Examples may include:</p> <ul style="list-style-type: none"> <li>• Supportive language;</li> <li>• Movements or non-verbal cues; and</li> <li>• Open-ended questions that prompt children to expand complex thinking or exploration.</li> </ul>	<p><b>Yes</b></p>	<p>Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. For example, in Guided Edition: Reduce, Recycle, Reuse, Investigation 3, Day 5, the caregiver invites a visitor for the large group activity. If the visitor speaks the first language of any English Learner, the caregiver is instructed to ask the visitor to respond in English and in the language(s) in which the visitor is proficient. Guidance states that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>supporting children’s first language aids them in becoming bilingual and with maintaining cultural identity and family traditions. In Intentional Teaching Experiences: Balls, LL19, Silly Names, children demonstrate phonological awareness. The caregiver provides support for English Learners by introducing the sounds that are common in both English and English Learners’ first languages. The caregiver also provides environmental print with clear standard fonts to help children identify letters. Lastly, the caregiver meets the needs of all learners by providing their pictures next to their names, reading the story slowly and articulating each word, and providing magnetic foam letters for those children having difficulty with the sounds. Each Guided Edition provides a section titled “Preparing for the Study,” which includes guidance specific to supporting diverse learners under Including All Children. For example, in Guided Edition: Balls, Preparing for the Study, Including All Children, guidance suggests that the caregiver should offer a variety of different-sized balls that children can easily grasp and manipulate as they explore, to include balls in high-contrast colors for children who have visual impairments, and to add materials to the interest areas to support children’s growing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>curiosity about specific activities. The materials also provide guidance for children who need additional support to engage in activities and meet learning goals. As children who progress faster toward learning goals need more challenges, the caregiver can use intentional teaching experiences to provide challenges for children. For example, in Wheels, M40, Cube Train, the caregiver provides challenges for advanced learners by moving beyond the AB pattern train into an ABC or ABBA pattern train.</p>
	<p><b>Required</b>  <b>8b)</b> Activities are flexible and allow for adjustments according to children’s needs and interests.</p>	<p><b>Yes</b></p>	<p>Activities are flexible and allow for adjustments according to children’s needs and interests. For example, in Guided Edition, Wheels, Investigation 3, Day 1, guidance for the large group discussion and shared writing activity reminds the caregiver that it is important to be respectful of children who do not wish to participate in the race or who would like to participate individually. The materials explain that children should feel free to “observe or participate in an activity without having to race in front of their peers or caregivers.” In Guided Edition: Buildings, Investigation 3, Day 3, children build structures during the building week theme. The choice time is a designated time to continue this activity throughout the week, but the schedule allows for the continuation of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>building structure to occur throughout additional time blocks, such as art, depending on the child’s interest level in continuing with an activity. In each Intentional Teaching Experience, there is a color-coded teaching sequence which allows the caregiver to adapt the activity to meet the needs of children on different learning levels. For example, in Intentional Teaching Experiences: Water, M66 Art, Oobleck, guidance recommends adjusting the activity for five different levels, the complexity increasing as the levels progress. In the first level, yellow, the caregiver counts aloud as he or she adds the ingredients to the bowl and points to the words and numerals in the recipe that describe what he or she is doing. The caregiver prompts the child by stating, “Here it says two cups of water. Let’s count, one, two cups of water.” For the highest level, purple, the caregiver uses the numbers in the recipe to make simple addition problems that help the child decide how many scoops to add to the bowl. The caregiver asks the child, “If I add six cups of cornstarch to the bowl, how many more will you need to add to complete the recipe?”</p>
<p><b>FINAL EVALUATION:</b>  <b>Tier 1 ratings</b> receive a “Yes” in Column 1 for all Non-negotiable indicators AND Additional Indicators of Quality.  <b>Tier 2 ratings</b> receive a “Yes” in Column 1 for all Non-negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality.  <b>Tier 3 ratings</b> receive a “No” in Column 1 for one or more of the Non-negotiable indicators.</p>			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Compile the results of Sections I and II to make a final decision for the material under review</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-negotiables</b>	1. Content Within the Parameters of the Standards	<b>Yes</b>	A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards while fostering integration of development across domains.
	2. Appropriateness of Curriculum Materials & Activities	<b>Yes</b>	Materials and activities focus on responsive caregiving, relationships, and emotional connections. Materials and activities provide guidance for routines that support the health and safety of children. Materials and activities are provided through both caregiver-directed and child-initiated experiences (e.g., children are given substantial opportunities to choose interest areas/learning centers and activities within each). Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child (i.e., does not support practice through the use of worksheets, etc.). Materials and activities are included that are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3. Complexity of Curriculum Materials & Activities	Yes	Materials and activities optimally support children learning at different developmental stages. Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way; play encounters, interactions and routines become increasingly complex).
	4. Quality of Curriculum Materials & Activities	Yes	Language and literacy development is emphasized through resources and activities that support the following: Regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic; Frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding; Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group; Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana’s Early Learning and Development Standards; Early stages of writing using a variety of tools, materials, and surfaces; and Regular opportunities to communicate

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>through written representation, symbols, and letters. Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support understanding of basic math concepts, development of science concepts, perseverance and persistence, curiosity and exploration, creative thinking and awareness of rules and responsibilities. Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards and adhering to the following indicators of quality. Social-emotional learning is emphasized through resources and activities that support developing healthy relationships and interactions with peers and adults, developing a positive self-identity and sense of belonging, expressing feelings and beliefs, and regulating one's own emotions, attention, impulses and behavior.</p>
	5. Activities/Materials Supporting Family Participation	<b>Yes</b>	Materials provide a variety of family engagement activities to strengthen children's learning and development.
<b>II: Additional Indicators of Quality</b>	6. Implementation Format of Materials & Activities	<b>Yes</b>	The materials are easy to use and well-organized for children and caregivers.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Caregiver editions are concise and easy to manage with clear connections between caregiver resources. Materials provide guidance and support on how to manage transition time within the day. Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning. Activities include use of safe and appropriate toys and manipulatives (e.g., play dough, dolls, toy trucks/cars, stacking rings, nesting cups, blocks, puzzles, plastic animals, puppets, rattles and musical instruments, art materials, dress-up clothes, props, realistic-looking toys that represent items such as food) that can be used in a variety of ways to help children practice and develop new skills (e.g., fine motor, memory, listening, self-control, language, problem-solving, relationship-building, physical, spatial relations) and require the most action on the part of the child. Materials are available in appropriate formats (e.g., vinyl books and board books) and a variety of formats (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).</p>
	7. Assessment	<b>Yes</b>	<p>Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods (e.g. anecdotal</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>observations/notes, photographs, checklists, work samples and family perspectives). Materials and activities promote an ongoing process that includes observation, documentation, reflection and adaptation to meet each child’s interests and developmental needs in a variety of settings within the daily schedule. Assessment occurs frequently to assure that current knowledge of each child’s development is accurate.</p>
	8. Scaffolding and Support	Yes	<p>Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children (e.g., dual language learners and children with disabilities, etc.). Activities are flexible and allow for adjustments according to children’s needs and interests.</p>

FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies 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 [2021-2022 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. This review represents the work of current classroom teachers with experience in ECE and grades K-2.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments



There were no public comments submitted.