



Office of Teaching and Learning

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: The Creative Curriculum for Pre-K

Age Levels: Ages 4-5

Publisher: Teaching Strategies, LLC

Copyright: 2024

Curriculum Type: Integrated²

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).

Scoring Guidance

Section I: Non-Negotiable Criteria

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.

Section II: Additional Criteria of Superior Quality

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.

Final Evaluation

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.

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 ☒ Yes ☐ No

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).

INDICATORS OF SUPERIOR QUALITY	MEETS METRICS	JUSTIFICATION/COMMENTS WITH EXAMPLES
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,	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 units of study offer a framework for children to explore a variety of topics through hands-on, language-rich experiences that encourage curiosity and inquiry. The materials provide children with opportunities to extend their learning as they investigate topics aligned with their individual interests through engaging, developmentally appropriate activities. Multiple instances in the materials address standards with the Language and Early Literacy Development: Early Literacy (EL) domain. For example, Mighty Minutes 230, Syllables on the Move, engages children in two standards in this domain, EL 1, Phonological Awareness. First, children demonstrate awareness that spoken language is composed of smaller segments of words and sounds (ELDS EL 1.4.4). The teacher slowly says a word for the children out loud, such as pig or pizza. Picture cards can be shown for visual cues. Next, children count the number of syllables in the word and move for each syllable. For example, the teacher may have children clap or stomp. Children choose different movements as they count syllables in different words. After blending the syllables to produce the word again, a simple graph is created with the words used in the activity and their number of syllables (ELDS EL 1.5.4). Lastly, children compare the one-, two-, three-, and four-syllable words on the graph. The materials also address standards within the Interpersonal Skills (IS) domain. For example, Intentional Teaching Experiences IS25, What Can We Build Together? allows children to interact or play cooperatively for a sustained period of time (ELDS IS 2.1.4). In this learning experience, children create a

○ Social Studies, and ○ Creative Arts ● Language and Early Literacy Development; ● Physical Development; and Interpersonal Skills.		block structure together. Children share responsibility and take turns, deciding how to build the structure and place the blocks. The teacher facilitates turn-taking and working cooperatively. The children are also encouraged to talk about their decisions as they build. To highlight learning at the end, the teacher acknowledges and celebrates the children's interactions together by taking turns, their combined efforts working together, and the creation they built. In alignment with the Approaches to Learning (AL) domain, Intentional Teaching Experiences IS09, Big Rule, Little Rule, supports children's understanding of the importance of classroom rules and expectations. After considering potential problems that may arise in the classroom, children contribute to the development of rules designed to prevent those situations, fostering cooperation, self-regulation, and responsible decision-making (ELDS AL 2.1.4). In alignment with the Cognitive Development and General Knowledge Social Studies (CSS) domain, First Six Weeks: Building Your Classroom Community addresses ELDS CSS.2.3.4, identifies self as a member of groups and shares information about other groups. On Focus Question 5, Day 1, Choice Time-Dramatic Play, the teacher shows children digital pictures of people the children may see at school. The teacher encourages children to remember people's names and what they do at school. Then, the children choose a school person they would like to pretend to be. As children engage in dramatic play of these roles, the teacher talks more about the jobs and responsibilities of these people and how the children can connect to these members of the community.
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).	Yes	Materials and activities present a logical and coherent progression of complexity over time. The materials follow the continuum from less complex to more complex and align to the progression outlined in the ELDS standards. The eight themed units, Intentional Teaching Experiences, and Mighty Minutes are logically sequenced from less complex skills to more complex skills. The Intentional Teacher Experiences address Interpersonal Skills (IS), Language and Literacy (LL), Mathematics (M), Physical activities (P). For example, Mighty Minutes 202, Jumping Jelly Beans, supports children in learning number concepts and counting to five, aligning with the Cognitive Development and General Knowledge Mathematics (CM) domain. After reading and acting out the rhyme together, the teacher states the number of jellybeans in their hand, and the children count how many jellybeans the teacher is holding. The teacher encourages the children to use their fingers to count to the number. The rhyme is repeated with different numbers (ELDS CM 1.1.4). In Mighty Minutes 265, More or Fewer, children engage in number concepts and operations with counting and comparing groups. First, children form groups consisting of one to five people. Next, they count the children in each group together. Volunteers write the

		numeral for each group on a board or piece of chart paper. The teacher then asks, “Which group has more/fewer?” and facilitates a discussion regarding how this is known. They continue the activity by creating groups of differing sizes, which the children count and compare. The teacher encourages the children to use comparison words, such as more, fewer, same, equal (ELDS CM 1.5.4). In Intentional Teaching Experiences, LL11, Rhyming Riddles, children listen to rhyming riddles and identify words that rhyme. As their skills develop, children progress from identifying rhyming pairs with support to independently creating their own rhyming words, extending the activity to build phonological awareness (ELDS EL 1.1.4). Grocery Store, Exploring the Topic, Day 2, Read Aloud, engages children in practicing vowel sounds. Before reading, the teacher collects lowercase vowel letter cards and encourages children to repeat what he/she says as they view each letter card, identifying the name and sound of each vowel. By Day 5, during the Read Aloud activity, the teacher asks the children to find words that begin with each vowel sound from the classroom. Children progress from repeating letter names and sounds by the teacher to identifying objects that begin with those letter names and sounds (ELDS EL 3.2.4).
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. Across the units of study and through essential questions and the daily schedule of activities, children spend the majority of their day engaged in meaningful learning experiences aligned to the Louisiana ELDS. The Intentional Teaching Experiences, Mighty Minutes, book discussions, and project-based learning through study and inquiry provide consistent opportunities for children to develop skills across the domains. These experiences are grounded in play-based learning and foster strong relationships among children, teachers, families, and other stakeholders within the early learning community. For example, Intentional Teaching Experience, LL66, Reading Nonfiction Books, supports standards with ELDS EL 2, demonstrating knowledge of books and how print conveys meaning. First, the teacher shows the children collections of nonfiction books and then explains that nonfiction books describe real events and share facts. Next, the children listen to the teacher read a nonfiction book aloud. Before reading, the teacher highlights the topic they will learn about and asks them to pay attention to as they read. After reading, the children recount interesting details that they learned. Lastly, they create a nonfiction book section in the classroom library. The teacher shows the children where they can find these books to utilize as they learn more later (ELDS EL 2.3.4, EL 2.4.4). The Teaching Guides provide meaningful opportunities for children to observe, ask questions, make predictions, and engage in investigations supporting the Cognitive Development and General Knowledge Science (CS) domain. The lessons support the investigative process by helping teachers build children’s background

		knowledge, personalize studies based on children’s interests, and incorporate a variety of resources, including children’s books and family letters, to extend learning beyond the classroom. For example, in Seeds, children investigate questions about the purpose and characteristics of seeds, beginning in Investigation 1 with “What do seeds need to grow?” and culminating in Investigation 4 with “What can we do with seeds?” Throughout the lessons, these questions encourage children to make connections between their learning and the world around them (ELDS CS 1.1.4). In alignment with the Approaches to Learning (AL) domain, in Architecture, Investigation 3, Day 3, Focused Project Learning, children make predictions and explain their reasoning (ELDS AL 3.1.4). The teacher begins by asking children, “How do people get to different floors in a building?” “What if the building has just one floor?” and “What if it has 20 floors?” The teacher records children’s responses as they discuss. The teacher introduces children to the words elevator and escalator and prompts children to discuss places they have to go up and down in the building. As a class, the children go on a walk around the school looking for stairs, ramps, and other ways people move up or down while the teacher takes pictures. After the walk, children predict what would happen if buildings didn’t have stairs and elevators and explain how people would move around the building.
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Non-Negotiable 2 ☒ Yes ☐ No

APPROPRIATENESS OF CURRICULUM MATERIALS AND ACTIVITIES

INDICATORS OF SUPERIOR QUALITY	MEETS METRICS	JUSTIFICATION/COMMENTS WITH EXAMPLES
Required - Integrated Curriculum Only 2a) Materials and activities focus on responsive caregiving (infant/toddler), building positive relationships with peers and familiar adults, and/or positive interactions with peers and familiar adults while learning.	Yes	Materials and activities focus on building positive relationships with peers and familiar adults, and positive interactions with peers and familiar adults while learning. Materials provide strategies for building positive relationships within daily routines, opportunities for role playing to express feelings, and activities that support participation in routines, positive behaviors, and self-regulation. The activities encourage relationship building, conflict resolution, and positive interactions with peers and familiar adults while learning. For example, Intentional Teaching Experience, IS31, Playful Routines supports children in participating in routines while taking care of themselves and their environment. The teacher monitors each child to determine if support is needed in simple routines throughout the school day. If a child is not engaging in a routine task, the teacher presents an age-appropriate modification to make it more fun, such as singing a song, pretending to be a familiar,

		likable object or animal, or changing the pace of the routine to be silly or interactive to encourage participation. The materials support building positive relationships within daily routines, such as in Mighty Minutes 207, Welcome Friends. The teacher utilizes Welcome Friends as the day begins or during the day to invite children to join together in whole-group activities, such as during Focused Project Learning time when starting a large group discussion. Children sing the song, “Welcome Friends,” to the tune of “Oh My Darling Clementine.” The song lyrics welcome children to school to learn new things, play, and have fun together with friends. The teacher encourages children to respond in a way they choose, such as by saying hello, smiling, or waving. In the First Six Weeks Teacher’s Guide, Focus Question 5, Day 1, Focused Project Learning, the teacher reminds the children that a special visitor is coming to talk to their class today. This visitor is someone who works at the school, so children are familiar with this adult. The teacher reminds the children that they will interview their visitor by asking them questions about how their job helps children at their school and any special tools or technology they use for their jobs. This activity helps children build relationships with familiar adults within the school, while fostering positive interactions through learning. Additionally, in Intentional Teaching Experience, IS17, Supporting Children to Use Their Words, teachers strengthen children’s self-regulation by helping them identify their feelings and communicate their emotions during uncomfortable or challenging situations. Through responsive caregiving practices, children build the confidence and communication skills necessary to form positive relationships and successfully adapt to new experiences.
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 provide opportunities for age-appropriate structured and unstructured games and activities. Routines embedded within the lessons support children in demonstrating healthy behaviors, rule-following, and safety practices to create a safe environment with healthy routines and habits. For example, Intentional Teaching Experiences, P09, Up and Away, engages children in a game that teaches rule-following, safety, and healthy behaviors. First, the class comes together in a large indoor or outdoor space. The children observe while the teacher explains the different ways to throw a ball. The teacher demonstrates an underhand throw and discusses safety rules for tossing balls near others, such as checking for others near the area. Next, the teacher places a rope or line on the floor for the children to stand behind. The teacher then places a basket hoop up to five feet from the line. The teacher coaches with directions as the children take turns throwing a ball or a beanbag in an underhand movement. Intentional Teaching Experience, P27, Galloping, teaches children how to gallop. Children practice this technique by imagining themselves as animals that

		gallop, such as horses. Additionally, during Intentional Teaching Experience, P33, Obstacle Course, the teacher sets up an obstacle course and encourages children to walk carefully through the course. At each interval, children complete different gross motor skills in order to move past each section of the course. Then, the teacher challenges the children to gallop through an obstacle course with their peers. While building on their previous learning that encourages healthy behaviors, these learning opportunities require children to follow directions and complete a series of movements in a special order while avoiding unsafe objects along the way.
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 both teacher-directed and child-initiated experiences. The materials provide a balanced combination of teacher-led instruction and child-initiated experiences throughout the day. The overall schedule reflects planning with opportunities for children to receive direct instruction, practice newly learned concepts with adult guidance and support, and apply their learning in a variety of contexts across daily routines and activities. In addition, the materials include dedicated time for child-directed play and exploration, allowing children to make choices, follow their interests, and take an active role in their learning. For example, children engage in a teacher-led small group in Intentional Teaching Experience, LL64, Will You Read to Me? Through guided discovery, children learn emerging reading skills with the teacher, such as looking at the pictures and words of the story. Each child chooses a book of interest for the teacher to read with them. Within the Architecture Unit, during Exploring the Topic, Focused Language and Literacy Block, and Independent Discovery, children use these same skills to explore the books in the library that interest them with a partner. The teacher encourages the children to view the pictures and words and tell each other about the story. In the First Six Weeks, Focus Question 3, Day 3, Read-Aloud, Playing with Pre-Reading Skills, children engage with a rhyme activity. Using simple one-syllable words, such as mug and rug or hook and book, the teacher teaches rhyming words by saying, “I spy something that rhymes with...” After the rhyming game, children participate in a discussion using Book Discussion Card 01 with the story <i>Moony Luna/Luna, Lunita Lunera</i>. Through teacher-led guiding questions, the children make connections between themselves and the text as the book is read. Additionally, in Camera, Investigation 1, Day 4, Choice Time, children freely explore an area of interest using cameras. The teacher invites children to play with digital cameras and encourages them to take pictures of objects around the room. The teacher talks to children about strategies they can use to take a good picture. Students role play with each other, being the photographer and the person in the picture.

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 Curriculum Guide and the Teaching Guides provide teachers with clear guidance for portions of the day to encourage children to initiate and explore their learning environment independently. The materials provide opportunities for the children to make choices, follow their interests, and actively engage in meaningful learning experiences. These opportunities occur within interactive, language-rich environments that promote communication, problem-solving, creativity, and collaboration while fostering children's independence and ownership of their learning. In direct instruction, the teacher displays flexibility, follows children's ideas, elicits children's prior knowledge, and elaborates on children's responses. The materials provide frequent opportunities for hands-on, kinesthetic activities, interactive engagement, puzzles and dramatic game play, investigations, and physical movement or gross motor play. For example, in Seeds, Investigation 1, Day 1, Focused Mathematics, Independent Discovery, the children freely explore with attribute blocks. The teacher invites children to identify the blocks' shapes and categorize them by placing the same-shaped blocks together. Children play and investigate with hands-on manipulatives. This activity extends the previous small group guided lesson. In Intentional Teaching Experience, LL13, Foam Paint Letters, children learn the letters of the alphabet that spell their name. The teacher begins by providing the children with a large amount of foam paint on the art table. Children learn how to use their fingers to draw with the paint and the teacher provides them with time to draw freely. Next, the teacher demonstrates how to use the paint to write letters of the alphabet. The children write letters with the teacher and write their own name in foam paint. In Percussion Instruments, Exploring the Topic, Day 4, Independent Discovery, Music and Movement, the teacher displays a variety of percussion instruments and explains the different ways to play an instrument. The teacher encourages the children to experiment with playing various instruments in different ways, such as by tapping with their fingertips or striking with their palm.
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	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. Differentiated instruction and individualized support are embedded throughout the materials. The Teaching Guides include Teacher Tips that provide teachers with appropriate suggestions and strategies to scaffold learning and respond to children's varying needs. In addition, each Intentional Teaching Experience contains dedicated sections for multilingual learners and guidance to include all

individuals and as members of a family and community.		children, ensuring that teachers are equipped with practical approaches to support diverse learners. For example, in Intentional Teaching Experience, LL25, What's for Snack? guidance encourages the teacher to incorporate environmental print from children's native languages and ensure the learning environment is accessible for all children. Also, in Intentional Teaching Experience, M09, Bigger Than, Smaller Than, Equal To, the teacher supports multilingual learners by naming objects in both their native language and English. Peer partnerships provide additional support and inclusion for children with varying abilities. In Intentional Teaching Experience, IS01, Sites Visit, the teacher provides a scenario for children to practice expected behaviors, safety, and rules as if the children would go on a field trip in their community. In this exercise, the materials provide guidance for teachers to support English Learners (EL). Guidance prompts teachers to point to pictures or objects to explain unfamiliar words and to give ELs multiple opportunities to speak and model the correct use of English without correcting the learner's grammar. In Intentional Teaching Experience, LL39, My Daily Journal, children engage in writing to convey ideas and information while developing awareness of themselves and their ideas. Along with age-appropriate writing tools, the materials provide a personal journal for each child. When they arrive at school, or at another set time of the day, the teacher invites the children to write or draw in their journals to record their thoughts, ideas, and observations they have made at school or at home. The teacher provides the children with time to think about what they want to write and prompts them with open-ended questions. For repeated practice, children write their names on each entry, and the teacher encourages them to share their journals with family members as much as possible. Then, in Mighty Minutes 231, I am Grateful for..., children learn to use appropriate conversational and other communication skills while connecting to their knowledge and experiences. The teacher prompts children to practice saying something they are grateful for. The teacher demonstrates communication skills and guides the children to speak with eye contact, using a good voice volume, and responding if given a compliment. The activity is extended by using a page each week in the child's journal to write or draw about what they are grateful for.
Required 2f) Materials and activities incorporate a variety of settings (indoor and/or outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention.	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. The materials intentionally utilize both indoor and outdoor spaces to support instruction and learning. The materials incorporate interest areas throughout the environment and provide opportunities for children to develop fine and gross-motor skills through whole-group, small-group, partner, and individual learning experiences. By offering varied learning spaces and experiences, the teacher encourages the

		children to explore, collaborate, and apply skills in meaningful ways throughout the day. For example, in <i>Getting Ready for Kindergarten</i>, Focus Question 1, Day 3 begins in a large group with a welcome song, then transitions into a Guided Discovery, Dramatic Play with stuffed animals, and into an independent art activity. The day goes on to provide another large group setting with a pre-read and read-aloud of the book, <i>Get Set! Swim!</i> Discussion questions follow the read-aloud. Children then transition back into Guided Discovery, finishing with another independent activity. Intentional Teaching Experience, P41, <i>The Tortoise and the Hare</i>, develops children's movement control and enhances physical fitness. The activity utilizes the storybook, <i>The Tortoise and the Hare</i>, a picture of a tortoise and a hare, Photo Cards 26–27, and traffic cones. First, the class reads the story with the teacher and talks about how the characters move. After reading, the children practice walking slowly and fast as the characters did in the story. Then, the Tortoise and the Hare game begins. When the teacher holds up the character's picture, the children move by quickly running or walking slowly. Before and during the game, the teacher discusses and implements safety rules.
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Non-Negotiable 3. ☒ Yes ☐ No

QUALITY OF CURRICULUM MATERIALS AND ACTIVITIES

INDICATORS OF SUPERIOR QUALITY	MEETS METRICS	JUSTIFICATION/COMMENTS WITH EXAMPLES
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	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 include a multitude of appropriately sequenced

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 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	units and themed learning experiences exposing children to literacy-building activities, evidenced within the eight themed units of study, the Intentional Teaching Experiences, the Mighty Minutes activities, the Book Discussion, and Book Conversation Cards. The materials provide frequent Read Aloud opportunities throughout the lessons and activities. Read-Alouds connect to the theme's topic and build vocabulary and content knowledge. The activities and text selections include a variety of genres. Activities extend the learning from the text and deepen understanding. The materials provide explicit opportunities for children to engage in alphabet knowledge and phonological awareness. For example, in The First Six Weeks, Focus Question 3, Day 2, the lesson begins with a Playing With Pre-Reading Skills activity, teaching children to identify letter-sound correspondences. Each child gets an index card with the initial sound of their name written on it, including the correct phonograms on the cards for each child. The class repeats the Our Names are Important chant as each child holds up their letter or phonogram card and says the initial sound of their name (ELDS EL 1.2.4, EL 3.1.4, EL 3.2.4, EL 3.3.4). Next, children engage in a repeated reading of the story, <i>Horace and Morris but Mostly Dolores</i>, and make connections within the text. Before reading, the class previews the book cover and discusses, "Why did Horace, Morris, and Dolores stop being friends?" While reading, children recall the events of the story using the illustrations as reference. After reading, children talk about how Horace and Morris excluded Dolores from the group for being a girl. Children are invited to share a time when they felt excluded from a group. The class talks about strategies that can be utilized when they feel left out and ways to join a group, such as by asking, "Can I play with you?" (ELDS EL 4.2.4, EL 4.3.4, EL 4.4.4, EL 4.5.4, LD 2.2.4, LD 3.3.4). In Grocery Store, children explore the questions, "What do we know about grocery stores?" and "What do we want to find out?" Children build knowledge through discussion, play, and investigation. Read-alouds are connected to the theme and are found throughout the lessons within the unit and include questions and discussion routines that extend language and understanding. For example, in Investigation 2, children discuss "What jobs do people do in a grocery store?" Repeated readings of <i>Who Works at a Grocery Store?</i> provide opportunities for children to deepen their understanding and use topic-specific vocabulary. In Investigation 2, Day 3, children engage in a read-aloud of <i>Who Works at a Grocery Store?</i> The teacher pauses on each page and prompts the children to share the name of the grocery store worker and the job that they do. In Investigation 3, Day 3, children revisit the vocabulary word cashier from <i>Who Works at a Grocery Store?</i> reviewing what they learned about cashiers. The teacher then introduces the words scanner, barcode, and receipt. While in the classroom grocery store, the teacher invites the children to take turns choosing an item from the grocery store to be
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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; • 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		scanned and state what their item is and how much it costs. The teacher adds each product's name and price to a list and reviews the receipt with children (ELDS LD 1.3.4, LD 1.5.4, LD 2.1.4, LD 3.3.4, EL 4.3.4).
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representation, symbols, and letters.		
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 intentionally support cognitive development and executive function throughout the lessons and activities. Children develop an investigative mindset through interactive studies, read-alouds, purposeful play, writing, and opportunities to reflect on learning. Science and technology are embedded through hands-on investigations, experiments, outdoor exploration, questioning, testing theories, and tinkering. Math concepts are explicitly taught and reinforced through meaningful, real-life activities that encourage problem-solving, reasoning, and application. Throughout the lessons, the materials provide children with opportunities to develop skills required to plan, focus attention, remember instructions, complete multi-step instructions, and regulate their impulses. For example, Intentional Teaching Experience, M93, Count and Trace engages children in art and number concepts and operations while developing their focus and ability to remember instructions needed to complete multi-step instructions. The teacher introduces the tracing materials chosen for the activity, such as blocks, shapes, cookie cutters, numeral cards, paper, and crayons. Next, children take turns choosing a numeral card and showing the group. The teacher names the numeral, and finger traces it, also pointing out and counting the dot set at the bottom, telling how many. The teacher models using the tracing materials to make prints on the paper, showing the correct number to match the card. Then, children draw more numeral cards and create their own prints. They continue to make multiple prints of differing numerals (ELDS CM 1.2.4, CM 1.3.4, CM 1.6.4, CM 1.7.4, CCA 2.2.4). In Light, Exploring the Topic, Day 2, children engage in a small group of Focused Mathematics Guided Discovery. Children learn to use positional words and describe spatial relationships through the Intentional Teaching Experience, M55, Stepping Stones. The teacher creates a path of stepping stones on the floor, showing the children the path of stepping stones and explains that they will move from stone to stone. The teacher guides the children to walk, hop, or skip from one stone to another and to discuss their position in relation to their surroundings. For example, “I’ll start on this stone next to the bookshelf. Now I’ll hop to the stone in front of the couch. I can’t touch the door from this stone, but I could from the one behind me.” In Choice Time, Independent Discovery, children build on the skills practiced during Guided Discovery. The teacher displays a collection of

		beanbags. Children take turns being the leader and are encouraged to speak clearly and confidently, follow directions, and encourage others. The leader tells the group of children where to place their beanbags, such as above their heads, under their feet, or next to their nose (ELDS CM 4.5.3, CM 4.5.4). In Cameras, Investigation 1, Day 2, Guided Discovery, Technology, children experiment with taking photos in different ways, such as dim and bright areas, using moving and still subjects, and using the viewfinder versus not using. As children take pictures, the teacher supports children in comparing the photos and sharing what they observe. The teacher adds the strategies that resulted in the best photos to the How to Take a Good Photo chart (ELDS CS 1.1.4, CS 1.3.4).
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 their various attributes and make comparisons. • Shapes and Spatial Relationships: Activities and materials allow children to	Yes	Materials and activities devote 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. The materials incorporate daily activities that support foundational numeracy skills aligned to Louisiana’s ELDS. Children build mathematical vocabulary and conceptual understanding through explicit instruction, meaningful practice, and connections to real-world math concepts. Instruction begins with foundational skills and uses scaffolding to help children incrementally build and apply their mathematical knowledge. In Mighty Minutes 228, How Many Hands? children compare and measure objects using their hands. This activity connects to ELDS CM 3.5.4 (measure using multiples of the same non-standard unit with guidance and support). First, the teacher demonstrates using the hand from the tips of the fingers to the bottom of the palm, to measure a familiar classroom object and count the number of hands used in total. Next, children choose and measure different objects and make predictions as they measure and are encouraged to measure the same objects and compare measurements. The lesson concludes with a discussion on hand size facilitated by the teacher. Intentional Teaching Experience, M04, Number Cards, supports number sense by connecting written numerals to quantities. In the Teaching Sequence, children begin by identifying and counting quantities from 1–3 and gradually progress to identifying and counting numbers through 20. Children also practice counting objects to match the numeral shown on a card, strengthening their understanding that numbers represent specific quantities (ELDS CM 1.1.4, CM 1.2.4, CM 1.3.4, CM 1.6.4). In Intentional Teaching Experience, M38, Patterns Under Cover, children develop an understanding of patterns by engaging with the work of the lesson as detectives who

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.		examine given patterns, copy and extend repeating patterns, and eventually create their own patterns. This progression encourages children to observe, identify relationships, predict what comes next, and communicate their mathematical thinking (ELDS CM 2.1.3, CM 2.1.4). In Intentional Teaching Experience, M56, Where’s the Beanbag? the teacher challenges the children to build spatial reasoning and mathematical vocabulary through movement and play. Children follow directions and use positional words such as in, behind, and other location terms as they move a beanbag in relation to a basket. These experiences help children connect mathematical language to physical actions and develop an understanding of spatial relationships (ELDS CM 4.5.4).
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Non-Negotiable 4 ☒ Yes ☐ No

ACTIVITIES/ MATERIALS SUPPORTING FAMILY ENGAGEMENT

INDICATORS OF SUPERIOR QUALITY	MEETS METRICS	JUSTIFICATION/COMMENTS WITH EXAMPLES
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 explain why strong family relationships matter and provide practical guidance on best practices for developing meaningful, respectful partnerships. These resources support teachers in engaging families as valued partners in children’s learning and development and encourage ongoing communication and collaboration between home and school. At the start of the year, the Beginning of the Year Questionnaire is sent home for families to complete, allowing a way to share the interests and strengths of their child, the language spoken in the home, and the best way to communicate with the family throughout the year. Each letter and questionnaire has an English and Spanish version. In the First Six Weeks, guidance directs teachers to create a dedicated area for families in the classroom, noting that the area should include a message box for each family, a place for them to hang their coats and belongings during drop-off and pick-

		up times, and a bulletin board with information about classroom activities and special events. Each Teaching Guide begins with a Letter to Families that introduces the topic of study and provides specific ways families can extend children's learning at home. Within the Creative Curriculum Cloud, families can access playlists of songs and digital storybooks connected to topics of study. Guidance suggests that the teacher invites families to participate in classroom activities. The materials provide opportunities to connect home and school, strengthen family engagement, and allow children to share their family experiences and culture within the learning environment. For example, children can bring photos or items from home to share at school. In Intentional Teaching Experience, LL76, children bring photos of their families and home to create a personalized “Me” book. The book serves as a physical representation of each child’s world and provides opportunities for children to describe their photos, share personal experiences, and build connections with others.
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SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY

Additional 5 ☒ Yes ☐ No

IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES

Materials and activities reflect a wide range of experiences for skill development.

INDICATORS OF SUPERIOR QUALITY	MEETS METRICS	JUSTIFICATION/COMMENTS WITH EXAMPLES
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. The materials prepare teachers to provide children with engaging and effective routines and learning experiences. Materials are organized from a broad overview to daily schedules, lessons, and practice, providing teachers with a clear path for learning and ease of use. Instruction and assessment are intentionally intertwined, allowing teachers to monitor learning, scaffold instruction, and provide timely support based on student needs. The materials provide guidance and support on how to manage time and daily transitions. The Curriculum Guide provides guidance that supports teachers in preparing and implementing the curriculum and creating an age-appropriate environment most conducive to learning. Topics discussed include creating a classroom community, fostering relationships with

		children, setting up the classroom, explanation of how the curriculum is organized, and child development. Additionally, the Curriculum Guide provides guidance that helps teachers understand the structure and purpose of the program. GOLD Objectives for Development and Learning and assessment tools connect learning to standards, developmental benchmarks, and ongoing monitoring. Teaching Guides then move from the big picture to daily implementation, positioning the teacher as a facilitator of learning through organized, in-depth plans. Resources such as Intentional Teaching Experiences, Mighty Minutes, and Book Discussion Cards are embedded within the Teaching Guides, making materials easy to navigate, reducing planning time, and supporting consistent daily instruction. Each Teaching Guide provides a clear and concise planner for teachers to follow for each week. The program organizes content by topic, investigation, or guiding questions, then by day, and furthermore by subject. Inside each lesson, the Teaching Guide provides the teacher with information on what type of setting each portion of the lesson should be used for, the allotted time needed, and materials used. The guides provide Notes, QR codes, and pictures to access supplemental materials, alternate activities, and guidance on lessons. For example, in Investigation 2, children explore the question, “How are seeds spread?” On Day 2, the Question of the Day is “What animals do you see in your neighborhood?” During the Read-Aloud portion of the lesson the teacher is advised to use Mighty Minutes 271, Benny Bear, chart paper and marker, the book, <i>Highlights High Five</i>, and Book Conversation Card 04 to complete the activities.
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. Each unit promotes student engagement with a variety of activities and opportunities for connecting real-life experiences to learning through relevant topics and intentional planning that balances learning, play, and exploration. Children have opportunities to learn and interact in whole groups, small groups, with partners, and independently. The materials and activities support instructional themes and provide teachers with practical tools to create hands-on, interactive learning environments that encourage curiosity, collaboration, and active participation. For example, in Seeds, Explore the Topic, Day 2, Focused Project Learning, Taking a Walk to Look for Plants, children engage in discussion and shared writing. The class reviews the Question of the Day, “Where have you seen a seed outside?” and creates a list of places where they have seen seeds outside. Next, they take a walk outside to look for plants around the school. As they prepare for the walk, they sing “How’s the Weather?” and make predictions. During the walk, children stop at different places and discuss what plants and seeds they notice. The teacher takes photos of anything of interest to the children. Along the way, the teacher helps

		children in identifying safe and unsafe plants to touch. After the walk, the class reviews the photos of plants and discusses what they notice and learn. In Grocery Store, Exploring the Topic, Day 1, Independent Discovery, Art, children use different shapes of pieces of paper to glue together into a collage. Afterward, the teacher invites children to ask questions about the different shapes their classmates used in their collages. This activity promotes student interest by creating independent artwork and supports an instructional focus of identifying shapes and communication with peers. Gross motor skills are intentionally developed through explicit teaching, guided practice, and repeated opportunities to apply skills in different settings. Mighty Minutes 216, Spin, Spin, Spin Around builds balance through movement and song as children act out different actions such as stomp, tiptoe, fly, jump and gallop as they sing the song. In Intentional Teaching Experience, P18, Dribbling a Ball, teachers explicitly teach dribbling and provide opportunities for children to practice with groups, partners and independently during outdoor time. Additionally, Intentional Teaching Experience, P19, Bounce and Catch follows a gradual release approach, with children learning the skill from the teacher and then practicing with peers. The materials motivate and engage the children through meaningful opportunities to practice, apply, and strengthen new skills.
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. Activities use an assortment of safe and appropriate toys and manipulatives. Additionally, the activities provide guidance for integration of skills and promote executive functioning skills across domains. Newly acquired skills are revisited and applied in different settings and at different times of the week, providing repeated opportunities for practice and helping children retain and transfer their learning. For example, materials intentionally support children’s executive functioning such as their ability to focus, follow multi-step directions, persist with a task, and apply previously learned skills. The materials provide teachers with clear guidance for introducing and modeling new skills, opportunities for guided practice, and support for gradually releasing responsibility to children. For example, Intentional Teaching Experience, P01, Let’s Sew builds from the foundational fine-motor skill of pushing yarn through a hole to the more complex task of sewing two pieces of card stock together. Children draw on their prior learning to successfully complete a new challenge. This intentional progression strengthens persistence, independence, and the ability to transfer learning to new situations. In Intentional Teaching Experience, M23, Putting Puzzles Together, children explore and describe spatial relationships and shapes. Children join the teacher to put together a

		puzzle. The teacher models how to first describe the puzzle piece and then explains how each piece fits into a certain place. The children then choose pieces, describe each of them, and find and place the piece in the appropriate space. Guidance provides the teacher with recommendations, such as providing a photograph of the completed puzzle for the children to look at as they work and making the puzzles out of larger shapes made of thicker material to make it easier to see and hold. During Seeds, Investigation 1, Day 1, Read Aloud, the teacher invites children to sing the alphabet song before reading an alphabet book of their choice. During the reading, the teacher reminds the children to identify the letters they are familiar with and models the sounds of these letters. After the reading, the children practice identifying the letters from the story with magnetic alphabet letters in the Toys and Games area.
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. Materials provide a variety of age-appropriate resources and experiences that encourage exploration, interactive play, and continued growth. Children engage in multiple senses through opportunities to listen, talk, move, touch, observe, and manipulate materials. Experiences are intentionally varied across indoor and outdoor settings, allowing children to explore concepts and skills in different ways. This multisensory approach promotes active engagement, meaningful play, and developmentally appropriate learning while providing children with repeated opportunities to practice and extend emerging skills. For example, in Percussion Instruments, Investigation 3, Day 1, Focused Project Learning, Large Group, Discussion and Shared Writing, children view a short video of someone stretching a drumhead over a drum. The teacher then introduces the meaning of the words stretch and frame. The teacher asks the children, “I wonder why they needed to stretch the fabric over the frame of the drum? What would happen if they didn't stretch it?” Next, children divide into groups to explore with pieces of fabric and beaters, including mallets, drumsticks, and claves. The children take turns holding and stretching the fabric while another child uses a beater to strike the fabric. The class discusses how the fabric felt when they struck it in different ways. The materials provide various resources for use in activities and lessons, such as Photo Cards, Letter Cards, Children’s Books, Numeral Cards, and Phonogram Cards. The Children’s Book collection is age appropriate and includes colorfully illustrated texts for use in the lessons. Book Discussion Cards provide discussion topics and questions for each of the books within this collection of texts. The materials include both print and digital formats. Additionally, the Essentials Kit provides a variety of physical instructional materials for the classroom environment and tools and materials to support children’s investigations and play, such as magnifying glasses, a measuring scale, and disks to make an obstacle path.

Additional 6 ☒ Yes ☐ No

IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES

Materials and activities reflect a wide range of experiences for skill development.

INDICATORS OF SUPERIOR QUALITY	MEETS METRICS	JUSTIFICATION/COMMENTS WITH EXAMPLES
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. The materials intentionally connect instruction to the Louisiana's ELDS with assessment support embedded within instruction so teachers can gather meaningful evidence of learning without lengthy, separate assessment periods. The materials provide guidance and suggestions for the lesson and activity components and include various methods to assess student growth and mastery. Materials are grounded in early childhood development and aligned to developmental standards and expectations. Study-focused materials also provide rich, connected experiences that allow children to explore topics deeply while developing skills across domains. Ongoing observations collected during daily routines help teachers track the children's progress, individualize instruction, and inform lesson planning. Color-coded objectives are embedded throughout the Intentional Teaching Experiences, allowing teachers to intentionally connect instruction to developmental goals. Intentional Teaching Experiences integrate assessment into instruction through a Teaching Sequence and Questions to Guide Your Observations. For example, in Intentional Teaching Experience, LL02, My Digital Storybook, children use a computer to create a book about the current topic. With assistance from the teacher, children use a digital camera to take pictures for their book and practice using a keyboard. Throughout the lesson, assessment guidance provides teachers with various questions to guide their observations, such as, "How did the child demonstrate understanding of print concepts?" and "Which letters on the keyboard could the child identify?" Teachers annotate children's responses and provide evidence with scoring. Additionally, the Questions to Guide Your Observations align to the Louisiana ELDS. For example, Intentional Teaching Experience, LL04, Bookmaking provides various observational assessment questions such as "Did the child effectively communicate ideas for the book?" (ELDS LD 2.2.4); "In what way did the student work with an adult to complete the project?" (ELDS AL.2.1.4); and "How was the child able to write their name?" (ELDS EL 3.3.4). Guidance directs the teachers to observe what print concepts the child

		recognizes and uses while creating a book (ELDS EL.2.3.4). Intentional Teaching Experience, M23, Putting Puzzles Together provides questions to guide the teacher's observations that connect to the objective of the lesson and assist in assessing an individual student's development. The teacher observes "What shapes did the child recognize and describe?" Other observational assessment questions focus on the child's ability to hold the pieces, place them in the correct spaces, and persist at this activity.
Required 6b) Assessment occurs frequently to ensure that current knowledge of each child's development is accurate .	Yes	Assessment occurs frequently to ensure that current knowledge of each child's development is accurate. Lessons include appropriate intervals and support to monitor learning goals for children. Materials intentionally connect instruction and assessment to support children's learning and development. Embedded assessment allows teachers to understand what children already know and can do, identify developmental needs, and determine appropriate next steps for instruction and support. This ongoing process allows teachers to respond to children's individual development and guide them toward continued growth and skill acquisition. For example, each lesson in every unit includes an opportunity to use Intentional Teaching Experiences, which provide opportunities for assessment observations. The materials provide assessment support to accommodate different types of learners and how to question children in order to assess progression towards the standards. The Intentional Learning Experiences connect objectives to standards and provide a Teaching Sequence that begins with an age-appropriate entry point and can be scaffolded based on individual needs. Support for multilingual learners, inclusion of all children, and Questions to Guide Your Observations further help teachers individualize instruction. In Intentional Learning Experiences LL09, Pocket Storytelling: <i>The Mitten</i> includes a Teaching Sequence as a progression of support, including prompts, student considerations, and observational assessment guidance. For example, in the yellow-level prompts, teachers pause and observe as children comment on the story. Green-level prompts teachers to encourage children's connections to personal experiences and, blue and purple-level prompts teachers to discuss what problems arise in the story and create alternate resolutions. This progression allows teachers to meet children where they are and intentionally move learning toward complex thinking, while assessing children's progress throughout the lesson. In Intentional Learning Experiences, every lesson includes an objective for the teacher to guide their anecdotal observations. For example, Intentional Learning Experience, IS09, Big Rule, Little Rule the teacher assesses Objective 3, "participates cooperatively and constructively in group situations." The teaching sequence begins with the teacher leading a short discussion about rules but then progresses to children creating rules,

		sorting them into categories, and labelling the categories. The materials guide the teacher in using social stories or providing dramatic play activities to increase children's understanding if needed.
Required 6c) When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Examples may include: • 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.	Yes	When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. The materials include flexible activities in regard to student autonomy and interest. Children have the option to take the lead in their learning. The materials provide guidance for adaptations or adjustments that allow all children's needs to be met. The materials also provide supportive language guidance for teachers, such as example questions to ask and observational guiding questions to assess children's learning. The teacher adapts the activity based on children's responses. Also, the varied materials support different learning modalities, such as visual, auditory, kinesthetic learning. GOLD Objectives for Development and Learning support individualized assessment and outline developmental indicators and learning expectations that support teachers in identifying each child's current skills and plan next steps. The Rating Scale places children along a progression, including in-between ratings that signal when additional scaffolds and supports may be needed. For example, in Objective 1. Self-Regulation — Manage Feelings, a rating of 2 describes a child who "uses adult support to calm self," while a rating of 12 reflects a child who "demonstrates patience with personal limitations and controls feelings based on how they will affect others." Also, the materials provide guidance on assessing skills of children with disabilities and multilingual learners. For example, if a child can count to 10 in Spanish and counts five objects accurately, using one number name for each object, then the student is considered as being at Level 4 of Objective 20a, Counts. The materials also identify supportive strategies to make it easier for children with disabilities to participate and make progress through daily experiences. The assessment progressions, combined with embedded observation opportunities in the lessons, enable teachers to assess children's development and individualize instruction based on each child's needs. For example, in Architecture, Investigation 3, Day 3, Guided Discovery, Technology children take the lead in their learning while being supported by the teacher. The teacher facilitates the investigation of bridges between buildings using books and the internet. As children explore the books and online images, the teacher asks discussion and observational assessment questions and is attentive to their responses, while encouraging children to compare the bridges they find. Following the exploration and discussion, the teacher prints or copies any images the children find interesting to reference in coming lessons and take home to share with their family. When supporting multilingual learners, guidance is provided to use a translation app to look

	up key words while researching buildings and bridges.
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FINAL EVALUATION

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.

Compile the results for Sections I-II to make a final decision for the instructional materials under review.

Section I: Non-Negotiable Criteria for Superior Quality

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 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 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 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.

Section II: Additional Criteria of Superior Quality

Criteria	Yes/No	Final Justification/Comments
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.

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.
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Final Decision

Tier 1, Exemplifies Quality

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.

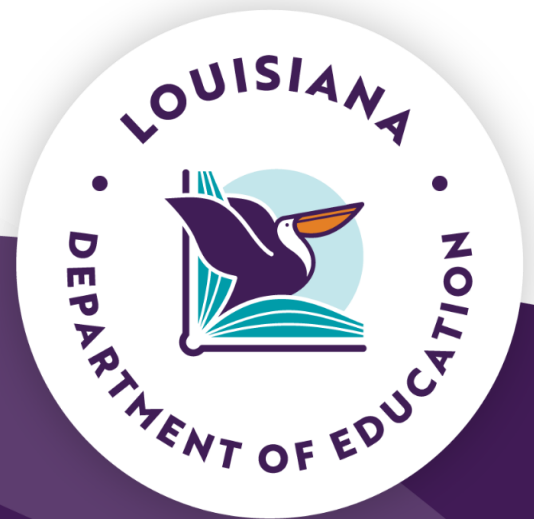
The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana, all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned 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 Early Childhood Education (ECE) and grades K-8.

Appendix I.

Publisher Response



The publisher had no response.

Appendix II.

Public Comments



There were no public comments submitted.