

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 Preschool**

Age Levels: **Ages 3-5**

Publisher: **Teaching Strategies, LLC**

Copyright: **2026**

Curriculum Type: **Integrated**²

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

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

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

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

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

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 materials integrate key developmental domains through play-based, project-focused learning by transforming child-led curiosity into meaningful investigations. For example, The First Six Weeks, Day 1, Focus Question 2, Large Group addresses the Interpersonal Skills (IS) and Language Development (LD) and Early Literacy (EL) domains. The teacher begins the lesson using Might Minutes 305, Clap to Say Hello. After reviewing the Question of the Day, “Have you ever felt nervous?” the teacher displays Photo Card 178 alongside a piece of chart paper titled Nervous. Prompting the class, the teacher asks, “How do you think this child feels?” and “Why do you think they feel this way?” Children discuss what they observe about the child in the picture while the teacher confirms that the child looks nervous and defines what nervous means. Pointing to a picture of a child, the teacher says, “I see a bus in the background. Look at the child wearing a backpack. I think she is feeling nervous about going to school.” The children then share what might make them feel nervous at school, logging each response onto the anchor chart. The teacher reviews the chart and discusses the experiences, adding new information as needed (ELDS IS 4.3.3, LD 2.4.3, EL 4.4.3, EL 2.2.3). The Human Body study topic addresses standards within the Physical Development (PD), Early Literacy, Cognitive Development and General Knowledge Mathematics (CM), and Language Development domains. During the lesson, the children engage in activities such as writing letters in their names and copying patterns, while the materials direct the teacher to provide encouragement

○ Social Studies, and ○ Creative Arts ● Language and Early Literacy Development; ● Physical Development; and Interpersonal Skills.		and specific guidance. The study also connects physical development and healthy behaviors through experiences related to keeping the body healthy and strong. For example, in Investigation 2, Day 4, Large Group, students discuss how food helps their bodies grow. Each child receives a food item and takes turns naming their food. The teacher introduces and defines the vocabulary word, nutrient, explaining, “The food we eat gives our bodies nutrients, which are proteins, vitamins, and minerals that help our bodies grow strong and give us energy.” The children then pretend to eat their food item and act strong and make nutritious snacks in the cooking area during Choice Time. During Large Group Roundup, the class discusses the food items they ate at school and if the food made them feel energetic or strong (ELDS PD 3.2.3, EL 3.1.3, CM2.1.3, LD 3.3.3). Intentional Teaching Experiences Language and Literacy (LL) 49, Cooking Vegetable Soup, addresses standards with the Approaches to Learning (AL) domain. During the activity, children join the teacher in the Cooking area to make vegetable soup. The teacher provides a combination of vegetables. The children chop and combine the vegetables into the soup with vegetable broth and record the recipe before eating the soup (ELDS AL 1.1.3. Mighty Minutes 304, Feelings Freeze Dance, addresses standards with the Cognitive Development and General Knowledge Creative Arts (CCA) domain. During the activity, the teacher tells children that they will dance to music, and when the teacher says the name of a feeling, the children will freeze and show that feeling. The teacher plays the music, invites the children to dance, stops the music, and says an emotion. The teacher may say something such as, “Freeze! Show me happy!” and then comments on the children’s actions. The game continues as the teacher calls out different emotions such as sad, angry, tired, frustrated, excited, and surprised (ELDS CCA 1.1.4).
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 build upon a meaningful way through play encounters and interactions aligned to the progression from less complex to more complex. Intentional Teaching Experiences include planned experiences selected and used each day with directions from the Teaching Guide. The experiences can be implemented throughout the day and are typically offered during small-group time, with additional opportunities for use during large-group, outdoor, and one-on-one experiences. Intentional Teaching Experiences are organized into four categories: Language and Literacy (LL), Math (M), Physical (P), and Interpersonal Skills (IS). Materials and activities provide a logical and coherent progression of complexity over time by moving from shared writing to independent writing. For example, in Intentional Teaching Experience, LL01, Shared Writing, the teacher asks children open-ended questions while the teacher writes the answers on chart paper (ELDS EL 5.3.3). In

		Intentional Teaching Experience, LL59, Question Basket, the teacher picks a question and tells children to write their answer on the paper (ELDS EL 5.3.4). Additionally, Weather, Investigation 3, Day 4, Read Aloud, the teacher uses Book Discussion Card 18 to engage children in multiple read-alouds of the text, <i>Just Like Brothers</i>. During the First Read-Aloud, the teacher shows the children the cover of the text, reads the title, and says the names of the author and illustrator before beginning reading. The teacher also discusses the illustration on the cover, saying, “Wow, I see a little boy wearing a hat with animal ears on it. He is sitting up so high in the tree! He's looking down at a white wolf, whose tail is pointed straight up. I think they're interested in each other. I wonder what the story is going to be about? Let's read the story to find out.” (ELDS EL 4.3.3, EL 4.3.4). While reading the story, the teacher introduces vocabulary words with simple definitions and uses the illustrations or gestures for support. The words include wonder, snout, she-wolf, prowl, shivering, brute, and whirling. The teacher points out details in the illustrations and makes connections between the illustrations and the story. After reading, children share about their closest friends, answering the question, “Do you have a friend you care about so much that it feels like they could be your brother or sister? How do you keep each other safe?” (ELDS EL 4.4.3, EL 4.4.4). Materials and activities provide a logical and coherent progression of complexity over time with math concepts, as well, building upon each other in meaningful ways. In Intentional Teaching Experiences, M14, Patterns, the teacher shows children examples of common patterns and encourages the children to explore specific objects to think of ways to make patterns. Later, in Intentional Teaching Experiences, M45, Picture Patterns, children go on a pattern hunt around the school, playground, or neighborhood to identify patterns that they find. The materials follow this same progression of complexity across all domains, such as the Cognitive Development and General Knowledge Science (CS) domain. For example, in the Weather study topic, children initially identify and discuss types of weather and add a daily tally to the Our Weather chart. The chart remains available for children to review and to add information throughout subsequent investigations. Later in the study, children apply their developing weather knowledge by working together to establish a classroom Weather Station, create weather symbols, observe weather conditions, and participate in weather forecasts (ELDS CS 1.1.3, CS 1.1.4, CS 1.2.3, CS 1.2.4).
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. Each Investigation, Intentional Teaching Experience, and Mighty Minute is aligned to Louisiana’s ELDS. Intentional Teaching Experiences and Mighty Minutes identify an objective that correlates with the ELDS. For example, in Intentional Teaching Experience, P42, Busy Beads, the objective states, “Objective 7: Demonstrates fine-

		motor strength and coordination.” This objective aligns with ELDS PD.2.1.3, demonstrating increasing control and coordination of hands, fingers, and wrists to manipulate objects and tools with a purpose. During this activity, children string beads. The teacher observes the children as they manipulate the beads. As children master each skill, the teacher offers materials that are increasingly more difficult. In Plants, Investigation 3, Day 1, Large Group, the teacher uses Mighty Minutes 306, Ready, Set, Stretch, to begin the group discussion and explains to the children that, over the next few days, they will learn about different things that people do with plants. This objective aligns with ELDS LD 1.2.4, responding to complex statements, questions, and other communication that include multiple phases and ideas. The teacher reviews the Question of the Day “What is this person doing?” while displaying Photo Card 249 and explains that a gardener is someone who looks after and cares for plants while also displaying Photo Card 250 of a hand shovel, watering can, hand rake, and gardening gloves. The teacher talks about how the gardeners use these tools and what they do. The teacher then asks, “What tools do you use to take care of the plants in the classroom?” and writes the children's responses on the board.
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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. The materials provide teachers with explicit modeling prompts, caring language scripts, and structured greeting rituals, such as the Morning Meeting, that foster a safe learning community. The materials embed specific tools, such as puppet scripts and children's literature, which guide children through conflict resolution and self-regulation, establishing secure, positive attachments with both peers and familiar adults. For example, in Brushes, Investigation 4, Day 2, Choice Time, children freely engage in the interest areas, such as dramatic play and art. The teacher encourages the children to explore, use, and pretend-play with the brushes and work on their observational drawings of brushes. In Brushes, Investigation 4, Day 3, Playful Observations, the teacher observes children sharing materials during interest-area activities. Guidance directs the teacher to model how to share with others and provide multiples of popular materials by asking questions, such as “Can I play with you?” and

		by helping them find peers with similar interests that may enjoy playing with them. In Restaurants, Exploring the Topic, Day 1, Large Group, Mighty Minutes 305, Clap to Say Hello, the teacher welcomes the children by singing a greeting song and then repeating it with actions such as clapping, waving, and stomping. In Restaurants, Investigation 3, Day 2, children identify peers' emotions during interest-area activities. For example, the teacher includes noticing when a peer becomes upset and sharing how they feel with others. As the teacher observes children engaging in the interest area, the teacher notices how they identify the emotions of others, such as a child noticing that their peers became upset when they were pushed or a child explaining how a character feels as they look at the illustrations in a book. The teacher supports children's abilities to identify the emotions of others by sharing how he/she feels throughout the day and by inviting the children to share how they feel with others. In Restaurants, Day 4, children engage in play with others. Guidance directs the teacher to help children determine their roles in play and take turns within the group, including determining who will go first, second, and third during an activity.
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. Daily schedules embed structured and unstructured indoor and outdoor physical play, utilizing specific Intentional Teaching Experiences to guide children in cooperative games, spatial awareness, and gross-motor movement. The materials provide teachers with explicit guidance for establishing predictable, healthy routines, such as guided handwashing, allergy-conscious snack times, and clear classroom safety rules, which actively teach preschoolers to recognize harmful situations, follow adult directions, and demonstrate autonomous healthy behaviors. For example, The First Six Weeks of School, Focus Question 4, Large Group, the teacher begins by reviewing the Question of the Day, explaining that the Question of the Day is a silly "what would happen if" question. The teacher explains, "If something is silly, it is not serious, or it doesn't make sense." The teacher asks the children questions such as "What would happen if we brushed our teeth with a hairbrush?" or "What would happen if we wore bathing suits in the snow?" The teacher invites the children to think of additional silly questions. The teacher writes the questions on a sheet of chart paper and adds her own questions to the list that pertain to classroom rules. For example, "What would happen if you didn't have to clean up the toys and games area once you are finished?" or "What would happen if you were allowed to run in the classroom?" When the teacher has at least 10 questions, they pose the questions to the children, invite them to share their answers, and explain that the list will be posted in the classroom for them to refer to throughout the day. Additionally, the children engage in physical activities and outdoor play along with basic safety

		practices. For example, Intentional Teaching Experience, P04, Kick High, invites children to practice kicking a ball outside. The children discuss safety rules to follow when kicking a ball near others. The teacher then demonstrates how to kick the ball by talking through each step as they complete it. The teacher then guides children through kicking the ball themselves and continues the activity for as long as the children are interested and engaged. The Human Body, Investigation 3, Day 1, Choice Time, Discovery, children freely engage in interest areas. The teacher displays Photo Cards 203 to 210 of safe and unsafe actions, inviting the children to explore the photos. As children explore the Photo Cards during Choice Time, the teacher listens to their reasoning for why each scenario is safe or unsafe. The children might recall information from a large group or share their own experience. The teacher makes notes of their responses to understand their grasp of safety concepts and identify children who may need more support. In Weather, Investigation 2, Day 2, Large Group, children discuss how to prepare for current weather conditions and put on sunscreen, jackets, or rain gear, as appropriate, before taking a walk outdoors. Children then discuss how their clothing helped them remain comfortable in the weather.
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. Each day includes a block dedicated to Choice Time. During Choice Time, children freely engage in interest areas which include a variety of activities to choose from that build on the concepts discussed during Large Group. For example, Brushes, Investigation 2, Day 3, Large Group, children discuss Photo Card 227, a picture of a splatter painting. The teacher asks the children, “How can we use a brush to create this style of painting?” while documenting their responses. The teacher then explains what splatter paint is and demonstrates how to create splatter paint using a brush. In Choice Time, Art, teacher invites children to use materials to create their own splatter paintings by providing small paintbrushes, paint, and paper. In Restaurants, Exploring the Topic, Day 1, Choice Time, children engage in the interest areas and collect the items they need to set up the classroom restaurant. In Restaurants, Day 2, Large Group, the teacher leads a large-group discussion, displays the Restaurants chart, shares a familiar restaurant, asks children what restaurants they like to visit, and records their responses on the chart. In Day 3, Choice Time, children freely engage in the interest areas and write their names on name tags, continue working on restaurant advertisements, explore materials, and practice being customers, hosts, servers, chefs, cashiers, and dishwashers. During Intentional Teaching Experiences, Card LL01, Shared Writing, the teacher places chart paper in front of the group so that all children can easily see it. The teacher asks open-ended questions and uses prompts to stimulate discussion about the chosen topic. The teacher uses the question and

		answers to determine what the children already know about the topic. The teacher writes the answers on the chart paper and includes the names of the child who provided the answer. The teacher includes questions that the children ask for future research. The teacher verbalizes common questions that they may think the children are trying to express and record them. The teacher models her own curiosity by wondering out loud. The teacher helps children learn the meaning of the question during discussions. The teacher reviews the answers and questions on the chart at the end of a small group time.
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. Materials provide opportunities for children to practice skills through hands-on activities, oral interactions, games, dramatic play, investigations, and physical movement. Materials also provide opportunities for children to make choices, share ideas, and extend learning through child-initiated activities. For example, in Tools, Exploring the Topic, Day 2, children explore the questions, “What do we know about tools?” and “What do we want to find out?” During Choice Time, children engage in the interest areas and explore the tools introduced during Large Group in the Discovery area. In Investigation 2, Day 2, Large Group, each child or pair of children receives scissors and paper to practice cutting. The teacher introduces the scissors and other art tools during Large Group and then places them in the Art area for children to explore during Choice Time. In Tools, Investigation 4, Day 1, Large Group, Hairstyling Tools, children freely engage in the interest areas and use hairbrushes and combs introduced during Large Group to care for dolls. Materials provide opportunities for children to plan activities, modify their plans, try new ideas, and use materials in different ways. Additionally, children regularly engage in dramatic play to practice skills. In Intentional Teaching Experience, M01, Dinnertime, the teacher displays dishes, utensils, napkins, and cups and tells children to pretend they are going to have friends for dinner. The teacher encourages them to talk about what they might serve or whom they might invite. The teacher also demonstrates and describes how to set the table using positional words such as beside, above, and on top of. Additionally, the teacher asks questions and poses story problems that encourage children to count, separate, and combine objects.
Required 2e) Materials and activities provide frequent opportunities for children to make meaningful connections to their	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. Materials and activities intentionally make text-to-self connections,

own knowledge and experiences, allowing them to demonstrate an awareness of themselves as individuals and as members of a family and community.		allow children to demonstrate an awareness of themselves as members of a family, and include support for diverse learners. For example, in Plants, Exploring the Topic, Day 2, Choice Time, children create observational drawings from photos of plants from the walk they took around the school on Day 1. As children draw, the teacher approaches Multilingual Learners and invites them to describe their drawing, prompting: "Tell me about your plant drawing. You can use any language you feel comfortable with!" During Large Group Roundup, children share their drawings with the class. The teacher encourages Multilingual Learners to describe their drawings using any language they feel comfortable with while the teacher models and repeats key words, such as the shapes and colors, to support vocabulary development. Read-Aloud Strategy Card 03, Just Like My Family, aligns to Objective 18a, Makes text-to-self connections. Before reading, the teacher shows children the cover of the book, reads the title, and asks, "What do you think this book is about?" While reading, the teacher asks children what they do that is similar to the family in the story. After reading, the teacher invites children to share what they enjoyed about the story. The teacher places the book in the Library area for children to continue exploring independently. In Intentional Teaching Experience, LL09, Pocket Storytelling: <i>The Mitten</i>, the teacher introduces the story and explains that it is a folktale. The teacher then asks if their parents or grandparents tell stories to them. During the story, the teacher invites children to connect personal experiences to the story, asking questions such as, "Have you ever lost a mitten before?" and "Where did you find it?" The materials also include Support for diverse learners. For multilingual children, guidance directs the teacher to have children retell the story using props and animal names in their first language. To support children with disabilities, guidance instructs the teacher to simplify questions to engage each child while allowing sufficient time for comprehension.
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 Teaching Guides map out daily routines, offering explicit protocols for structural grouping changes, supportive mealtime interactions, and active outdoor play. Each day balances whole-group community building, such as Large Group Roundup, targeted small-group instruction for skill acquisition, individualized interactions through one-on-one observations, and open-ended exploration within dedicated interest-area centers. For example, Mighty Minutes 307, Be Like Me! provides guidance for transitions. The teacher invites children to play a game to transition to the next activity. The teacher tells children that when their name is called, they should watch what the teacher does, copy them, and then choose an area

		of interest to play in. The teacher gives each child a different action to copy, such as patting their head, spinning in a circle, waving their arms, or any other movement. Intentional Teaching Experience, P40, Nature Painting, children collect natural items outdoors, such as leaves, sticks, pinecones, bark, and rocks, and use them to experiment with painting in the Art area. Children explore different ways to make marks by rolling, brushing, and dabbing the materials and describing their artwork and the materials they use. Teacher guidance varies based on children’s development, from noticing how children hold and move materials to encouraging children to plan their artwork, select materials, and use them with greater precision. Supports include naming materials in English and children’s first languages, using simple language, providing materials that are easy to grasp, and offering materials with different textures and contrasting colors. In Restaurants, Exploring the Topic, Days 1–4, children participate in Large Group activities, Choice Time in Art, Dramatic Play, and Technology interest areas, Small Group and Additional Small Group activities, and Outdoors activities including Stop & Go, Wonderful Warm-Ups, Body Part Balance, and Kick High. In Restaurants, Investigation 1, children participate in Large Group activities to plan the classroom restaurant, Choice Time activities in the Classroom Restaurant and Art areas, Small Group and Additional Small Group activities, and outdoor activities including Ways to Travel, Keep It Up, Jump the River, and Stand Up and Dance. Throughout the study topic, Restaurants, children create a classroom restaurant, design a menu, role-play different restaurant jobs, and work together toward a common goal.
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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 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:	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

• Regular read-aloud of appropriately complex narrative and informational texts related to a theme or topic (e.g., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development; • Frequent use of a repeated-reading approach for texts read aloud, building from the enjoyment of the story and basic/literal comprehension to the discussion of inferential questions and drawing or writing to express understanding; • Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group; • Print concept activities that demonstrate knowledge of books and how print conveys meaning; • Alphabet awareness activities that require letter recognition and making letter-sound connections (e.g., identifies letters and sounds in print) and explicitly teach letter sounds; • Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana’s ELDS;	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. Materials provide daily exposure to read-alouds, music, rhymes, and other children’s literature. Materials include repeated readings, vocabulary and knowledge-building opportunities, and activities connected to read-alouds. Materials also provide opportunities to develop pre-writing and fine motor skills through a variety of activities. For example, in Tools, Investigation 1, Day 2, Large Group, Mighty Minutes Card 311, Name Game Transition, the teacher and students demonstrate phonological awareness, phonics skills, and word recognition. The teacher asks the children to listen closely to names as they transition to the next activity. The teacher slowly says each syllable of a child’s name, and children blend the syllables to produce their name (ELDS EL 1.4.3, EL 1.5.3). During Restaurant, Investigation 2, Day 2, children explore what jobs people do at a restaurant through role-play, discussion, and writing. The teacher begins by reviewing the Question of the Day and discussing the roles of the host and customer. While displaying Photo Card 266 of a server, the teacher explains to the children that a server is a person who takes the customer’s order for what they would like to eat and drink. The teacher asks one child to be the host and another child to be a customer and supports the host in seating the customer at a table and giving them a menu. The teacher introduces an order slip and explains that the order slip is where the server writes down a customer’s order so the people in the kitchen know what food and drinks to make. The teacher pretends to be the server and asks the customer, “May I take your order?” The customer looks at the menu and shares what they would like to eat and drink. As the teacher writes down the customer’s order on an order slip, they model using self-talk to narrate their actions. The teacher explains to the children that they can be servers in the classroom restaurant during Choice Time. The teacher provides them with a job name tag for the role they would like to play. When children move into Choice Time, they engage with the classroom restaurant, copying the actions of the teacher while the teacher observes (ELDS LD 1.3.3). The materials include a variety of read-alouds used in lessons with aligned Book Discussion Cards to develop early literacy skills. For example, Weather Teacher Guide, Planning for the Study, identifies multiple texts used for read-alouds. Specifically, Investigation 2 includes <i>Bear in Sunshine</i>, a fiction read-aloud, and <i>How’s the Weather?</i> a non-fiction read-aloud (ELDS EL 4.6.3). Book Discussion Card 20 is used in multiple read-alouds of <i>Bear in Sunshine</i>. For example, in
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• Early stages of writing (e.g., form shapes and letter-like symbols) using a variety of tools, materials, and surfaces; and • Regular opportunities to communicate through written representation, symbols, and letters.		the First Read-Aloud, children identify story elements such as the main character, setting, and plot by answering questions such as “Who is this story about?” and “What is the setting here?” and discussing what the story is about (ELDS EL 4.3.3, EL 4.3.4). In the Second Read-Aloud, children discuss activities that Bear might do in the day’s weather compared to the weather in the book (ELDS EL 4.4.3).
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	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. Materials integrate math, science, and social studies concepts through read-alouds, centers, and other activities. Materials include vocabulary instruction, exploration, problem-solving, math routines, and opportunities to follow classroom and community rules and responsibilities. For example, Intentional Teaching Experience, M62, How Big Around, children join in on a measuring game. The teacher explains that they will use the yarn to measure the circumference of an object, explaining that it means the distance around the object. The teacher demonstrates by using the yarn to measure around their own head, then measuring a child's head with another piece of yarn. The teacher holds the two lengths of yarn up to the Chart paper and marks the length on the paper. The teacher explains how the lengths of the yarn show which head is bigger. The teacher then gives each child an object and has them wrap the yarn around it. The teacher cuts the yarn and marks it on the chart paper so that the objects can be compared to each other (ELDS CM 3.2.3, CM 3.5.4). In Plants, Exploring the Topic, Day 1, Large Group, children share their experiences with plants. The teacher prompts children to share past experiences with plants by asking, “Where have you seen plants?” “What did the plants look like?” “Do we have any plants at school?” “Do you have any plants at home?” and “Have you taken care of any plants?” The teacher writes down the children’s responses on a chart titled, What We Know About Plants, and explains that they will learn more about plants in this unit. Later in the lesson, the class takes a walk to look for plants. After reviewing the Question of the Day, “Where have you seen plants outdoors?” the teacher explains to the children that they will take a walk around the school to look for plants and collect leaves. During the walk, children collect leaves and photos of different plants they find (ELDS CS 1.2.3). After the walk, children share what they discovered and observed during the

• Awareness of rules and responsibilities.		walk while the teacher records responses on the What We Know About Plants chart (ELDS CS 1.3.3). Intentional Teaching Experience, M07, allows children to engage in math and science concepts. The teacher begins inviting children into a discussion about observation and observing, defining both terms and explaining that scientists are observers, telling children to pretend they are scientists who observe ice cubes. The teacher asks questions that prompt the children to describe the ice cube and talk about what happens when it is left out of the freezer. Children then observe and measure the ice melting in different ways and with various tools, such as in timed intervals, measuring the wet spot on a paper towel, and weighing the ice (ELDS CM 3.4.4, CS 1.1.3).
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 Cognitive Development and General Knowledge Mathematics domain outlined in Louisiana’s ELDS and promote children’s acquisition and use of the language and vocabulary of math, conceptual understanding of math content, and children’s development of perseverance and persistence in solving problems. Materials provide mathematics instruction through whole-group, small-group, learning centers, and daily routine activities. Materials include math vocabulary, multiple modalities, problem-solving opportunities, and guidance for developing mathematical concepts and skills. For example, in Weather, Exploring the Topic, Day 2, Small Group, children participate in a small group activity using Intentional Teaching Experience, M02, Counting and Comparing, to practice sorting and comparing objects. First, children discuss the objects and ways they can be sorted while also suggesting category names. The teacher chooses one category to focus on, writing the name on a card. Children then sort the objects by the category while comparing the groups and answering questions such as, “Which group has the most?” “Which group has the fewest?” and “Which groups have about the same number of items?” (ELDS CM 3.1.3, CM 3.1.4, CM 1.5.4). Additionally, in Investigation 1, Day 1, Additional Small Group, the teacher uses Intentional Teaching Experience M30, Buried Shapes to provide children with opportunities to understand shapes. Children use a sand box to go on a treasure hunt and search for shapes. When a shape is found, the group sings “The Shape Song” while drawing the shape in the air. Children take turns searching for shapes, identifying the shape, and placing it in the corresponding treasure chest (ELDS CM 4.2.3). In Mighty Minutes 378, What’s My Number? children practice identifying numbers 1-5. The teacher holds up a numeral card from 1-5 and asks children what number is displayed. The teacher repeats the number and gives children an action to do that number of

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.		times. For example, if the number is 3, children may clap their hands three times. The teacher supports the children to count as they perform the actions and repeats the activity with the remaining numeral cards. (ELDS CM CM 1.1.3, CM 1.3.3)
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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. Materials provide family communications, at-home learning activities, online resources, and opportunities for families to participate in and extend classroom learning. The Curriculum Guide provides guidance on Partnering with Families. Guidance provides examples of informal and formal forms of communication and fostering family engagement. Each Teaching Guide includes a Letter to Families that introduces the topic and shares a variety of ways families can participate in the class. For example, in Blocks, the Family Letter introduces the first study and asks for donations of items for investigations such as blocks, cardboard boxes, egg cartons, and craft tiles. The letter also asks for volunteers from family members who work with blocks so that a time can be arranged for them to join an investigation. Each Teaching Guide, with the exception of The First Six Weeks and The End of Year, ends with a two-day celebration of children’s learning.

		During the two days, the teacher and children work together to repeat their favorite activities and share the discoveries with their families. The celebration shows families what the children have been studying and helps them feel connected to what is happening in the classroom. For example, in Restaurants, guidance provides several recommendations, such as helping the children create a simple snack they can serve to family members and school workers who visit the classroom restaurant or put together a class book, photo album, or slideshow about the study. In End of the Year, Focus Question 3, Day 3, Large Group, the teacher invites guests to join the class. The teacher welcomes the guest to the celebration and explains that during the celebration everyone will reflect on the time they have had together and discuss what the children are looking forward to or excited about doing over their break or next year. The teacher reviews the Question of the Day, “What was your favorite thing about this year?” and children and the teacher share a few of their favorite memories from the year. The teacher explains to the guests that children have gathered materials from the entire year and are excited to share what they have learned. The teacher supports the children in singing “The End of the Year” for the guests.
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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. Materials are organized by study and provide educators with planning guidance, daily resources, materials, instructional groupings, interest-area activities, and transition support. The Teaching Guides identify the resources and preparation needed for each day and provide guidance for adapting experiences and organizing materials for children. The Teaching Guides allow the teacher to prepare for the study, providing questions for planning. Each Investigation includes large and small group activities that can be modified to meet every child’s

		needs and abilities. For example, in Brushes, some planning questions the teacher may ask themselves include: “How can I involve families in the study?” “How can I involve the community in the study?” and “What multilingual resources do I have that are related to the brushes?” The lessons are sequenced into Investigations with connected questions and vocabulary words for the investigations. Brushes include the following four Investigations: “What different kinds of brushes are there?” “How are they the same and different?” “How do we use brushes to create art?” “How do we use brushes to clean?” and “How do we use brushes to care for ourselves and our pets?” Vocabulary words include detangle, groom, scrub, sweep, watercolor paint, painting, toothbrush, and paintbrush. The materials include Children’s Books, a Curriculum Guide, Intentional Teaching Experiences, Teaching Guides, and manipulatives for the program. The daily Teaching Guides act as a step-by-step roadmap for each study. Each day’s plan explicitly connects and cross-references all necessary resources, such as the exact Intentional Teaching Card, Children’s Book, and/or Mighty Minute required for that specific lesson. Each day includes a preparation list that includes Daily resources, Vocabulary in English and Spanish, and the Question of the Day. For example, in Human Body, Exploring the Topic, Day 4, the teacher prepares Mighty Minutes cards 359 and 393, Intentional Teaching Experiences, M40, LL07, and P40, Read-Aloud Strategy Card 11, Photo Cards 15 and 188-199, and introduce vocabulary words discover and descubrir, the Spanish translation of discover. Additional Preparations are also included, such as drawing a body outline on a sheet of chart paper and printing out body labels.
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. Materials provide opportunities for children to explore study topics through hands-on activities, interest areas, play, and familiar classroom materials. Activities build on children’s interests and experiences while providing opportunities to make choices, explore materials in different ways, and extend concepts introduced during large-group experiences. In Weather, Exploring the Topic, Reflection, the teacher reviews which activities children were most engaged in, which concepts sparked their interest and curiosity, and the interests’ children shared. Guidance prompts the teacher to use this information to plan additional activities and incorporate the types of activities toward which less-engaged children gravitated. In Investigation 1, Day 4, Choice Time, children use readily available materials including spray bottles, paper, cotton balls, and paint to continue exploring weather concepts. At the Classroom Table, children mist the table and use sheets of paper to create wind, and in Art, children use photographs, cotton balls, paint, and paper to create different types of clouds. In Plants, Investigation 3, Day 1, Additional

		Small Group, the teacher uses Intentional Teaching Experience, M23, Putting Puzzles Together. The teacher invites the children to join her in putting together a puzzle. The teacher demonstrates or explains how each piece fits in a specific space and prompts the children to describe each piece they choose and look for the corresponding space on the puzzle. The teacher continues the activity for as long as it interests the children. The teacher explains that the puzzle or puzzle cards will be in the toys and games area for use during choice time.
Required 5c) Activities include the use of safe and age-appropriate toys and manipulatives (e.g., play dough, dolls, toy trucks/cars, stacking rings, nesting cups, blocks, puzzles, plastic animals, puppets, rattles and musical instruments, art materials, dress-up clothes, props, realistic-looking toys that represent items such as food). Materials can be used in a variety of ways to help children practice and develop new skills (e.g., fine motor, memory, listening, self-regulation, language, problem-solving, relationship-building, physical, and spatial relations) and require the most action on the part of the child.	Yes	Activities include the use of safe and age-appropriate toys and manipulatives. Materials can be used in a variety of ways to help children practice and develop new skills and require the most action on the part of the child. The Designing the Environment Guide provides explicit checklists for stocking the ten distinct Interest Areas, such as Blocks, Dramatic Play, Toys and Games, Art, Music and Movement. In The Volumes, Volume 2: Interest Areas provides examples of safe and durable items, such as unit blocks, puppets, varied art mediums, realistic dramatic play food, and multi-textured manipulatives, tailored specifically to the sensory and physical needs of preschoolers. In Weather, Investigation 2, children use a variety of manipulatives and props across activities. Throughout the days, Dramatic Play includes warm- and cold-weather dress-up clothes, while the Sand and Water activities include shoes and spray bottles to experiment with spraying “rain” on different types of shoes. Intentional Teaching Experience, M39, incorporates dramatic play and math. Using child-sized fishing poles and paper clips, children pretend to go fishing in a pond. With each fish card they catch, the teacher prompts children to count the number of worms pictured on the card and tell the group how many worms are on the card. In Restaurants, Exploring the Topic, Day 2, Large Group, “What Restaurants Have You Been To?” children identify restaurants they like to visit and explain why they enjoy eating there. The teacher records the children's responses and displays photographs of familiar community restaurants to prompt the children to share additional experiences. In Investigation 1, Day 2, Choice Time, children review the Question of the Day and discuss the meaning of a menu. The teacher reads and discusses the different foods on the menu. The children create a menu for their restaurant, and the teacher creates a list of the children's suggestions on a chart paper titled, “Our Restaurant Menu.” The teacher draws simple illustrations of the foods next to their names and reviews the list of foods with the children and asks how much they think each item should cost. The teacher encourages the children to create their own menu after the class creates one during choice time.
Required	Yes	Materials are available in appropriate formats and a variety of modalities. Each topic is

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.).	supported by media and visual tools. Teachers utilize real-world Photo Cards to build vocabulary, interactive anchor charts to document child ideas, and fine art prints to spark creative discussions, ensuring information is accessible without relying solely on printed text. For example, during End of Year, Focus Question 2, Day 3, Read Aloud, before reading <i>Jack and the Beanstalk</i>, using Book Discussion Card 42, the teacher shows the children the cover, reads the title, says the names of the author and illustrator and asks the children to recall something they remember from the story. During the reading, the teacher reviews vocabulary words, using simple definitions and the illustrations or gestures for support. The teacher supports the children to recall details in the illustrations and make connections between the illustrations and the story. In Weather, Investigation 3, Day 2, Large Group, students discuss the different types of weather and how they prepare for each type. The teacher displays a weekly weather forecast and explains that a weather forecast is a report where a meteorologist predicts what the weather will be like for the coming days. Using Mighty Minutes 346, Mastering Multisyllabic Words, students practice pronouncing the word meteorologist. Students talk about the different icons on the weather forecast and what type of weather they indicate, such as partly cloudy, cloudy, rainy, and sunny. The teacher points to the weather forecast for the following day and asks students to determine what kind of weather they will have. Additionally, in investigation 3, Day 2, Choice Time, Weather Station, the teacher displays the Our Weather Station chart, and the children begin setting up their weather station. Students have access to weather station’s printable resources, a felt board, and cut-out felt shapes that children use to create their own weather symbols. In The Human Body, Investigation 2, Day 1, Large Group, the teacher reviews the Question of the Day and shares a picture of the teacher as a baby. The teacher asks, “Do I look the same? How have I changed?” and explains that after a person is born, their bodies grow or become bigger and stronger. The teacher says, “You were all babies once too. Let’s think about what you could do as a baby and what you can do now.” The teacher asks the children questions that prompt them to reflect on how their bodies have grown and changed since they were babies. Children explore baby photos of themselves in the Discovery Area and discuss how their bodies have grown and changed.
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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. Materials embed assessment opportunities throughout daily activities using teacher observations, documentation of children's responses, drawings and other work samples, photographs, videos, and reflection. For example, in Blocks, Exploring the Topic, Day 1, Choice Time, Playful Observations, guidance directs the teacher to observe how children attend to and engage in interest-area activities, including which children sustain interest for longer periods and which are more easily distracted. Guidance directs the teacher to use these observations to consider changes such as offering materials connected to children's interests or breaking challenging activities into smaller steps. On Day 2, Choice Time, the teacher observes and documents children's descriptions of their drawings and block constructions. The Study Observations guidance directs the teacher to notice how children's observational drawings change over time as a source of information about what children have learned about blocks and the details that capture their interest. In Exploring the Topic Reflection, the teacher reviews their observation notes and considers which activities children were most engaged in, which concepts generated interest and curiosity, what interests' children shared, and which activities less-engaged children selected. Guidance then prompts the teacher to consider how this information can be incorporated into subsequent planning (ELDS AL 1.1.4, AL 1.2.4). Weather, Exploring the Topic, Day 1, Choice Time, Playful Observations directs the teacher to observe which children successfully take turns and which need additional support. Based on these observations, guidance directs the teacher to model turn-taking and provide additional opportunities for children to practice the skill throughout the day. On Day 2, Large Group, the teacher documents children's responses on a class chart and continues updating it with children's ideas throughout the study. The guidance explains that the teacher uses what children already know to plan upcoming investigations, deepen understanding, individualize the study, and follow children's interests. During Choice Time, children draw pictures of familiar types of weather. Study Observations directs the teacher to use the children's drawings to identify what they already know about weather and the connections they make between weather and the environment (ELDS LD 3.2.4, LD 3.3.4).
Required	Yes	Assessment occurs frequently to ensure that current knowledge of each child's development is accurate. Materials embed assessment opportunities within daily

6b) Assessment occurs frequently to ensure that current knowledge of each child’s development is accurate.		experiences. Assessment guidance directs the teacher to observe specific developmental skills and study-related knowledge across multiple days and investigations. Observation guidance includes actionable next steps for individualizing materials, interactions, and subsequent learning experiences based on what the teacher notices. For example, Weather, Investigation 1, Day 2, Choice Time, Playful Observations directs the teacher to observe which children enter peer groups easily and which need support. Guidance provides the teacher with next steps, including teaching children language for entering play and helping them connect with peers who share similar interests (ELDS IS 2.1.3). In Intentional Teaching Experience, M89, Dig It, the teacher fills a sensory table with sand or a similar material and invites the children to explore the sand and dig materials. The teacher introduces a few of the items that will be hidden in the sand and explains that he/she will bury the items, and the children can dig for them. As children look for items in the sand, the teacher observes and takes notes. Guidance includes questions for the teacher to guide their observations such as, “Was the child able to count the items he found? If so, to what number?” “How did the child share the space around the sensory table and materials with others?” and “In what ways did the child persist to find the items hidden in the sand?” This activity progresses from sensory exploration to targeted math, interpersonal, and physical development skills, children begin by exploring the sand physically and rote counting items with heavy teacher modeling of one-to-one correspondence and space sharing. As children progress through developmental levels, they intentionally search for hidden items, demonstrate persistence, count accurately up to 5, and begin using basic verbal problem-solving to share tools. Finally, children count and compare quantities beyond 5, intentionally share space and bury objects for their peers (ELDS IS 2.2.3, PD 2.1.3, and CM 1.1.3).
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	Yes	When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Materials provide guidance for adjusting activities and teacher interactions based on children’s individual needs, interests, abilities, and observed development. Supports include modeling, gestures and nonverbal responses, visual supports, simplified language, open-ended materials, individualized prompts, and guidance for multilingual learners. Children also have opportunities to make choices, explore materials, and communicate their learning in different ways. For example, in Blocks, Exploring the Topic, Day 2, Large Group, guidance for multilingual learners directs the teacher to accept gestures or body language when children demonstrate how they play with blocks and to narrate the child’s actions to connect the nonverbal response to language. In Exploring the Topic, Day 3, Choice Time, Playful Observations, the teacher observes how children

complex thinking or exploration; • Flexibility to accommodate children’s individual needs and interests; and • Opportunities for children to take the lead in their learning.		describe their creations and are provided with open-ended prompts, such as asking children to tell about what they drew or explain the materials they used. Additionally, in Making the Study Your Own, guidance directs the teacher to modify large- and small-group activities based on each child’s needs, interests, and abilities. The guidance includes considering adaptations for participation, such as providing large, lightweight blocks for a child with limited hand mobility and using familiar picture labels and multilingual vocabulary supports. Intentional Teaching Experience, IS20, Clean Up Time, assesses children’s ability to take care of their own needs. The teacher discusses the classroom cleanup routine while walking around the room and pointing out material storage areas. As children clean, the teacher observes how the child works independently and how the child participates in the cleanup routine. The Teaching Sequence provides color-coded developmental guidance. For example, in the yellow-level prompts, the teacher plays the game Follow the Leader with the children during cleanup, encouraging them to mimic movements. Progressing to blue-level, the teacher encourages the children to clean up without adult guidance, generate ideas on how to best straighten up the classroom, and move around the room to check that all the tasks have been completed.
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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.

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.

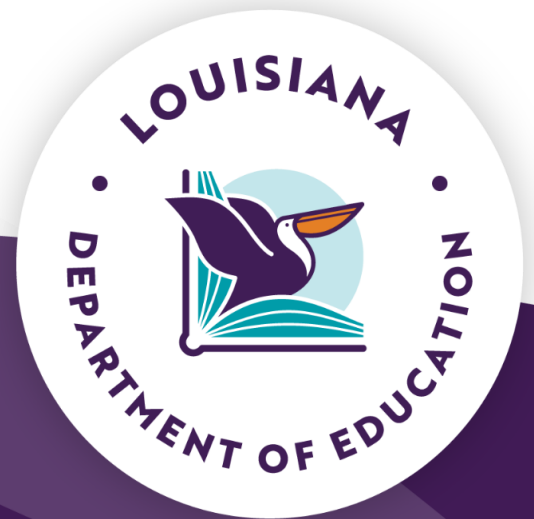
The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana, all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned 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-5.

Appendix I.

Publisher Response



The publisher had no response.

Appendix II.

Public Comments



There were no public comments submitted.