

*This advisory recommendation has not been approved by the Instructional Quality Commission or the State Board of Education*

## **Review Panel Advisory Report 2026 English Language Art/English Language Development Instructional Materials Follow-up Adoption**

| <b>Publisher/Developer</b> | <b>Program</b>                                                          | <b>Grade Level(s)</b>      |
|----------------------------|-------------------------------------------------------------------------|----------------------------|
| Teaching Strategies, LLC   | <i>The Creative Curriculum for Transitional Kindergarten ELA Bundle</i> | Program Type 6.2, Grade TK |

### **Program Summary:**

The *Creative Curriculum for Transitional Kindergarten ELA Bundle* program includes the following: GOLD® Objectives for Development & Learning, Birth Through Third Grade, Intentional Teaching Experiences Cards, Curriculum Guide, Print Teacher Guide (TG), Mighty Minutes (MM) Cards, Book Discussion Cards, Book Conversation Cards, Online Platform, Kickstart Literacy by Teaching Strategies with two years digital Package Includes: Kickstart Literacy by Teaching Strategies (digital access).

### **Recommendation:**

The *Creative Curriculum for Transitional Kindergarten ELA Bundle*, TK program is recommended for adoption for transitional kindergarten (TK) because the instructional materials support teaching to the specified Foundational Language Development and English Language Development Subdomains of the *California Preschool/Transitional Kindergarten Learning Foundations (PTKLF)*, and meets the rest of the criteria in category 1 and shows strengths in categories 2–5.

### **What is an Exemplar?**

Exemplar citations model excellence in the category and illustrate a comprehensive alignment with—or in some cases beyond—a given criterion statement. The list of exemplars may not be exhaustive of the entire program.

### **Criteria Category 1: ELA/ELD Content/Alignment with Standards**

The program supports teaching to the *PTKLF* for Transitional Kindergarten in alignment with the evaluation criteria categories of the *English Language Arts/English Language Development Framework* and content of the *PTKLF*. The program meets all the

evaluation criteria in category 1. The panel identifies the following exemplar citations best meet Criteria Category 1.

| <b>Criterion</b> | <b>Grade</b> | <b>Citations</b>                                                                                                            | <b>Foundations</b>                                                                   |
|------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 1.1              | TK           | Print TG; First Six Weeks; Focus Question 4; Days 1 and 2; pp. 70 and 74                                                    | TK.LS.1.2,<br>TK.LS.1.6, TK.R.3.2                                                    |
| 1.1              | TK           | Kickstart Literacy TG; Lesson 31; pp.80–81                                                                                  | TK.FLS.2.5,<br>TK.FLS.2.4,<br>TK.W.4.2                                               |
| 1.1              | TK           | Book Discussion Cards                                                                                                       | TK.R.3.1, TK.R.3.2,<br>TK.R.3.3                                                      |
| 1.2              | TK           | Online Platform; Library; Foundation Volumes; Volume 4: Language and Literacy Foundation; p. 61                             | ELD.LS.1.9,<br>Discovering                                                           |
| 1.2              | TK           | Intentional Teaching Experiences Card; LL22: Coupon Match; Multilingual Learner                                             | ELD.LS.1.9,<br>Developing                                                            |
| 1.2              | TK           | Mighty Minutes Cards; MM129, “Growing Stories”                                                                              | ELD.LS.1.9,<br>Broadening                                                            |
| 1.2              | TK           | Book Conversation Cards                                                                                                     | ELD.R.3.1,<br>Discovering                                                            |
| 1.2              | TK           | Intentional Teaching Experiences Card; LL19                                                                                 | ELD.R.3.1,<br>Developing                                                             |
| 1.2              | TK           | Intentional Teaching Experiences Card; LL04                                                                                 | ELD.R.3.1,<br>Broadening                                                             |
| 1.15             | TK           | Print TG; Seeds; Exploring the Topic Day 1; Choice Time; p. 15                                                              | Guided Discovery -<br>Cooking                                                        |
| 1.23j            | TK           | Intentional Teaching Experiences Card; LL01                                                                                 | Multilingual<br>Learners sidebar                                                     |
| 1.24b            | TK           | Print TG; The First Six Weeks; Building Your Classroom Community; Focus Question 3: When do things happen at school?; p. 44 | Focused Project<br>Learning:<br>Discussion and<br>Shared Writing -<br>Daily Schedule |

The exemplars demonstrate that the program is designed to support foundational language development through aligned, explicit, and engaging instruction. Features such as multilingual vocabulary supports, formative assessment guidance, and newcomer resources help teachers address diverse language needs, strengthen English development, and provide inclusive learning experiences that support success for all TK students.

## Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards. The panel identifies the following exemplar citations best meet Criteria Category 2.

| Criterion | Grade | Citations                                                                                                        | Notes                                   |
|-----------|-------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| 2.9       | TK    | Print TG; The First Six Weeks; Focus Question 3; Day 4; Focused Project Learning; Mighty Minutes Card 218; p. 56 | MM218 Card “Little Bunnies”             |
| 2.12e     | TK    | Curriculum Guide; pp. 52–146                                                                                     | Implementing the Creative Curriculum    |
| 2.12j     | TK    | Online Platform; Library; Foundation Volumes; Volume 1; pp. 136–141                                              | Integrating Learning Through Studies    |
| 2.15      | TK    | Online Platform; Library; Foundation Volumes; Gold: Objectives for Development and Learning; pp. 1–40            | Objectives for Development and Learning |

The exemplars indicate that the program provides teachers with flexible, engaging, and developmentally appropriate instructional support. Opportunities for playful practice, application of skills, project-based learning, and adaptable pacing allow educators to respond to student interests and needs. There are a variety of support materials that are vital to developing meaningful learning experiences tailored to the PTKLF Foundational Language Development (FLD) subdomains and ELD foundations.

## Criteria Category 3: Assessment

The instructional materials contain strategies and tools for continually assessing student understanding and opportunities for new learning. The panel identifies the following exemplar citations best meet Criteria Category 3.

| Criterion | Grade | Citations                                                                                      | Notes                                        |
|-----------|-------|------------------------------------------------------------------------------------------------|----------------------------------------------|
| 3.1b      | TK    | Curriculum Guide; pp. 12–13                                                                    | Meeting the Needs of All Children            |
| 3.1c      | TK    | Curriculum Guide; Partnering with Families; pp. 32–33                                          | Curriculum Guide-Partnering with Families    |
| 3.4       | TK    | Intentional Teaching Experiences 83; Describe a Surprise; Questions to Guide Your Observations | Questions to Guide Your Observations sidebar |

The exemplars demonstrate that the program includes a valid, ongoing assessment system that drives instructional decision-making. The frequent assessment opportunities aid teachers in measuring student growth, adjusting instruction to meet individual needs, and sharing progress updates with students and families, ensuring alignment with PTKLF FLD goals.

### **Criteria Category 4: Access and Equity**

Program resources incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning through lessons that are relevant to the students. Instructional resources include suggestions for teachers on how to differentiate instruction to meet the needs of all students. Instructional resources provide guidance to support students who are English learners, at-promise, advanced learners, and students with learning disabilities. The panel identifies the following exemplar citations best meet Criteria Category 4.

| <b>Criterion</b> | <b>Grade</b> | <b>Citations</b>                                                                                | <b>Notes</b>                                                                                                  |
|------------------|--------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 4.1              | TK           | Intentional Teaching Experiences Card; LL19                                                     | Intentional Teaching Experiences Card<br>LL19: Silly Names (Multilingual Learners)                            |
| 4.1              | TK           | Curriculum Guide; p. 13                                                                         | Strategies to Support Multilingual Learners                                                                   |
| 4.3b             | TK           | Curriculum Guide; p. 12                                                                         | Meeting the Needs of All Children (Strategies for Supporting Children with Disabilities)                      |
| 4.3d             | TK           | Intentional Teaching Experiences Card; LL29                                                     | Intentional Teaching Experiences Card<br>LL29: Making My Name (Multilingual Learners; Including All Children) |
| 4.7              | TK           | Online Platform; Library; Foundation Volumes; Volume 4: Language and Literacy Foundation; p. 67 | Supporting Advanced Language and Literacy Learners                                                            |

The exemplars highlight the program's commitment to inclusive, differentiated instruction. The lessons and Teacher's Guide are aligned to ensure scaffolding, reteaching, enrichment, and technology-based opportunities are integrated throughout

the curriculum. Guidance for adapting instruction for multilingual learners, students requiring additional support, and advanced learners provides equitable access to the content for all students progressing toward the PTKLF and ELD foundations.

## Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map to assist teachers when planning instruction for the specific needs and context of their students. The instructional resources support Universal Design for Learning and culturally and linguistically responsive instruction to improve and optimize teaching and make learning more equitable. The panel identifies the following exemplar citations best meet Criteria Category 5.

| Criterion | Grade | Citations                                          | Notes                                        |
|-----------|-------|----------------------------------------------------|----------------------------------------------|
| 5.6       | TK    | Print TG; Cameras; At-a-Glance; pp. 12–13          | At-a-Glance chart                            |
| 5.7       | TK    | Print TG; Seeds; Day 1; Exploring the Topic; p. 16 | Read-Aloud<br>Focused Language<br>& Literacy |
| 5.10      | TK    | Print TG; Light; Read-Aloud; p. 20                 | Book Discussion<br>Card 14                   |
| 5.16      | TK    | Curriculum Guide; pp. 52–146                       | Implementing <i>The Creative Curriculum</i>  |

The exemplars demonstrate that the program offers clear, accessible, and well-organized instructional materials and lesson plans for effective implementation. Explicit objectives, lesson structures, background information on texts, and a user-friendly platform are consistent in both the Teacher’s Guide and student materials. All components of the program are designed to aid teachers in planning purposeful instruction, building content knowledge, and delivering consistent learning experiences.

Visit the [Learning Resources Display Centers](#) web page to find a location near you to review the materials.