



Office of Teaching and Learning

ELA K-12 Louisiana Student Standards Review: K-12 ELA

Louisiana educators engaged in a professional review of the state’s academic standards for English language arts (ELA) to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA standards will be effective beginning with the 2027-2028 school year. As part of the Louisiana Department of Education’s (LDOE’s) support for a seamless transition to these revised standards, the LDOE identified the major changes in the standards and their potential impact on the criteria used to review instructional materials.

Title: [Title]

Grade: [Grade/Course]

Publisher: [Publisher]

Copyright: [Copyright]

Overall Rating: Tier 1, Exemplifies quality

This English Language Arts review has been examined for the following major shifts in alignment resulting from the Louisiana Student Standards Review:

- **Foundational Skills:** Print concepts in Grades K-1 (RF.1), Phonological Awareness in Grade K-1 (RF.2), Phonics and Word Recognition in Grade K-5 (RF.3), and Fluency in Grades K-5 (RF.4)
- **Writing:** Multi-paragraph Writing in Grades 3-12 (W.1, W.2, W.3) and Thesis Statements in Grades 5-12 (W.1)

The following criteria/indicators may be impacted:

- **Criterion 4:** Indicators 4a (K-5), 4b (K-2), 4c (K), 4d (K-3), 4e (K-5), 4f (K-5), and 4g (K-5)
- **Criterion 6:** Indicators 6a (3-12), 6b (3-12), and 6c (3-12)

This review [remains a Tier 1 rating/is no longer rated Tier 1]. As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that system curriculum staff, school leaders, and teachers consider these findings when using these instructional materials.

INDICATOR	Currently in the Rubric	Alignment Review	Impact of Review
<p>Non-Negotiable Criterion 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>			
<p>Indicator 4a - Review for Grades K-5 only</p>			
<p>Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>			
<p>Indicator 4b - Review for Grades K-2 only</p>			
<p>Required *Indicator for grades K-1 only 4b) Materials provide explicit grade-appropriate instruction and practice for the concepts of print (e.g., following words left to right, top to bottom, page</p>			

INDICATOR	Currently in the Rubric	Alignment Review	Impact of Review
by page; words are followed by spaces; and features of a sentence).			
Indicator 4c - Review for Grades K only			
Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).			
Indicator 4d - Review for Grades K-3 only			
Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound-spelling patterns and word analysis skills that include repeated modeling and opportunities for students to hear, say,			

INDICATOR	Currently in the Rubric	Alignment Review	Impact of Review
<p>write, and read sound and spelling patterns (e.g., sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing¹, MSV² cues, or visual memory for word recognition.</p>			
Indicator 4e - Review for Grades K-5 only			
<p>Required *Indicator for grades K-5 only 4e) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing, MSV cues, or visual memory for word recognition.</p>			

¹ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

² **MSV:** Meaning, Structure, and Visual cues

INDICATOR	Currently in the Rubric	Alignment Review	Impact of Review
<p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>			
Indicator 4f - Review for Grades K-5 only			
<p>Required *Indicator for grades K-5 only</p> <p>4f) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate</p>			

INDICATOR	Currently in the Rubric	Alignment Review	Impact of Review
<p>appropriate to the text, and expression.</p> <p>Materials do not require or encourage three-cueing, MSV cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>			
Indicator 4g - Review for Grades K-5 only			
<p>Required *Indicator for grades K-5 only</p> <p>4g) Materials provide instruction and practice in word study.</p>			

INDICATOR	Currently in the Rubric	Alignment Review	Impact of Review
<ul style="list-style-type: none"> In grades K-2, materials provide instruction and practice in word study, including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound-symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i> In grades 3-5, materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with 			

INDICATOR	Currently in the Rubric	Alignment Review	Impact of Review
grade-level regular and irregular spelling patterns.			
Criterion 6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.			
Indicator 6a - Review for Grades 3-12 only			
Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined			

INDICATOR	Currently in the Rubric	Alignment Review	Impact of Review
by the grade-level standards.			
Indicator 6b - Review for Grades 3-12 only			
<p>Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>			
Indicator 6c - Review for Grades 3-12 only			
<p>Required 6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p>			

INDICATOR	Currently in the Rubric	Alignment Review	Impact of Review
<ul style="list-style-type: none"> As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks may include blended modes (e.g., analytical writing). 			