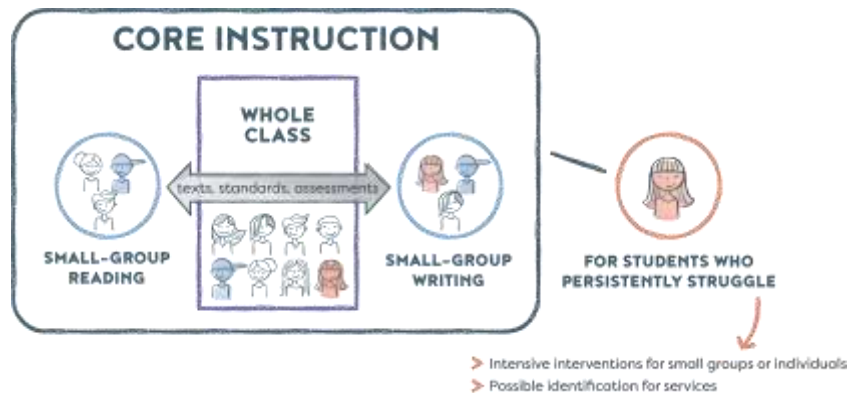


Academic Content

Instructional Materials Evaluation Tool (IMET) for Alignment in ELA Grades K-12 Full Curriculum

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks¹. In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts² independently.



Title: **Comprehensive Orton-Gillingham Plus Foundational Skills**

Grade/Course: **K**

Publisher: **Institute for Multi-Sensory Education**

Copyright: **2022**

Overall Rating: **Tier 3, Not representing quality**

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

STRONG	WEAK
	4. Foundational Skills (Non-Negotiable)

¹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

² A range of texts are texts written at different reading levels.

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

- Review the **required**³ 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** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-Negotiable** Criteria 1-3 in order for the review to continue to Section II⁴ and all of the **Non-Negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-Negotiable** criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

Tier 1 ratings receive a “Yes” 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.

³ **Required Indicators of Superior Quality** are labeled “**Required**” and shaded light orange. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

⁴ For grades K-5: Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2-3. Materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-Negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-Negotiable</p> <p>1. QUALITY OF TEXTS:</p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high - they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-</i></p>	<p>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with texts more complex than students could read themselves. 	N/A	Not applicable to this review.
	<p>Required</p> <p>1b) At least 90% of provided texts, including read-alouds in K-2, are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	N/A	Not applicable to this review.
	<p>Required</p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><i>aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>1c) Materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. Texts must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</p>		
	<p>Required</p> <p>1d) Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	N/A	Not applicable to this review.
<p>Non-Negotiable</p> <p>2. TEXT DEPENDENT QUESTIONS:</p> <p>Text dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use</p>	<p>Required</p> <p>2a) A large majority of questions in the materials are text dependent and text specific supporting students in building knowledge; student ideas are expressed through both written and spoken responses.</p>	N/A	Not applicable to this review.
	<p>Required</p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>		
<p>Non-Negotiable 3. COHERENCE OF TASKS:</p> <p>Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	N/A	Not applicable to this review.
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	N/A	Not applicable to this review.
	<p>Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated</p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).		
SECTION II. K-5 NON-NEGOTIABLE FOUNDATIONAL SKILLS INDICATORS (GRADES K-5 ONLY)			
<p>Non-Negotiable 4. FOUNDATIONAL SKILLS:</p> <p>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.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and</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>Yes</p>	<p>Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. The Scope and Sequence details the logical sequence of learning that is found in the materials. For example, the Kindergarten Comprehensive Scope and Sequence in the Teacher Guide Book states that students engage in lessons that allow them to learn all of the letters of the alphabet. In Concepts #1- #26, students learn the most frequent sounds for each consonant and short vowel. In Concept #27, students learn long vowel sounds for the five major vowels. Additionally, students learn the following digraphs: ch, sh, th, and wh. In the Customizable Slide Set, each letter of the alphabet is presented to learn identification of the letter name and its letter sound while the Grade K Student Spelling Workbook provides students the opportunity to learn to write the letter as well. The Scope and Sequence also provides an appropriate progression of Red Words. Materials provide students frequent opportunities to become proficient in Louisiana</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>considered a full program)</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>			<p>Student Standard (LSS) RF.K.3 know and apply grade-level phonics and word analysis skills in decoding words. Materials include decodable readers that include Red Words and words with the letters learned at that time in the appropriate phonics sequence, providing students an opportunity to apply their phonics and word knowledge obtained from the lesson. Materials also provide students opportunities to become proficient in LSS RF.K.4, Read emergent-reader texts with purpose and understanding. Materials include 50 decodable readers and an explicit decodable routine for the teacher to follow. Each lesson also includes a Sentence Dictation section, which includes the following sequence: students listen to the teacher read a sentence and pound the syllables together; the teacher models pointing to word lines while saying the sentence; students point to the lines while stating the sentence; and then the students independently write the sentence. In the final part of the lesson, students read sentences to practice fluency. The Level A Teacher Guide Book provides guidelines for implementing Lessons (m-wh) as the curriculum, for 90 minutes, or as a supplement for a curriculum, for 30 minutes. Materials include a Sample Calendar for a Weekly Pacing Guide. The weekly sample lists various components of the daily lessons, such as Phonological Awareness, Teaching a New Concept (such as phonics and spelling rules), Word and Sentence Dictation, Red Words, Decodable Reader, Fluency,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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 by page; words are followed by spaces; and features of a sentence).</p>	No	<p>Language Comprehension, Written Expression, and Homework Options.</p> <p>Materials do not provide sufficient evidence supporting the use of explicit grade-appropriate instruction and practice for the basic features of print. Materials do not provide explicit instruction for the concepts of print, including concepts such as learning that books have parts (front cover, back cover, title page), print may be accompanied by pictures or graphs, and pages in a book are numbered. Students learn to self-edit for capitalization, punctuation, readability (including spacing between words), and spelling using a Capitalization, Understanding, Punctuation, and Spelling (CUPS) checklist. Students have multiple opportunities to use CUPS through dictation activities, such as those found in Concepts #9 and #10. However, explicit instruction for these concepts is not evident. For example, in the CUPS sample script provided in Concept #11 of the Teacher Guide Book, the teacher asks students if they remembered to put a capital letter at the beginning of the sentence and a period at the end, rather than providing explicit instruction on capitalization and punctuation. While the materials include some instruction that addresses LSS RF.K.1a - Follow words from left to right, top to bottom, and page by page, the approach does not include explicit instruction or practice. For example, Fiction Decodable Readers, Volume 2, Set A features a page near</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the beginning of the book that shows multiple phrases, each with an arrow going from left to right to demonstrate reading direction. Book #4, The Kit, displays these phrases and directional arrows on page 3 of the book. However, explicit instruction of following words from left to right while using the decodable is not provided. The visual is provided, but guidance and explicit instruction are not provided for the teacher to teach the concept to students.</p>
	<p>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).</p>	<p>Yes</p>	<p>Materials provide systematic and explicit phonological awareness instruction. The phonological awareness Scope and Sequence identifies the phonological awareness skills included in the lessons. These skills include concepts of a word, rhyme recognition, rhyme completion, rhyme production, syllable blending, syllable segmentation, syllable deletion, phoneme isolation of an initial sound, and phoneme isolation of the final sound. According to the Level A Teacher Guide Book, teachers use the Phonological Awareness Screening Test (PAST) Assessment to determine a starting point for instruction. Each lesson includes a phonological awareness component that serves as a warm-up. The guide states, "Use tokens (or letter tiles once concepts have been taught) and sound boxes to do a quick phonemic awareness activity that ties in with the new concept, if appropriate." The materials incorporate daily phonological awareness activities by using Zgonc's tiered</p>

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			<p>activities and/or Kilpatrick’s One-Minute Activities in Equipped for Reading Success. For example, in the Phonological Awareness Manual, in Initial and Final Sounds Activity 2, the teacher displays four picture cards of different objects. Three of the cards should have the same initial sound while one has a different initial sound. The students identify the cards that have the same and different initial sounds. Examples of picture cards include milk, mouse, money, sun, soap, sink, ball, bird, box, dog, door, and deer. In the Phonological Awareness Manual, the teacher engages students in Phoneme Chaining Activity 5. The learning objective states, “Students will successfully reverse, add, substitute, or delete individual sounds in words.” As the teacher prompts students, one letter sound is changed at a time by stating the new sounds. On the chaining activity sheet, students place colored squares or tokens to represent the sounds. If students have previously learned the letter and sound correlation, letter tiles can be used. For example, students begin with adding and reversing the token or letter tiles for the sounds /b/ and /t/. Then, the teacher states the sounds /t/ /a/ /b/, followed by /g/ a/ /b/. The words that are chained include tab, gab, gam, mam, am, um, hum, hug, and, gug. In Level A Teacher Guide Book, students practice sentence segmentation during the Sentence Dictation section of each lesson. During the activity, the skill is modeled, guided, and, then,</p>

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			students practice the skill independently. For example, in Concept #20, Sentence Dictation, the teacher dictates the sentence, “Sam got ten men to hum.” The teacher models how to pound out the syllables in the words while students listen and then invites students to pound out the syllables. The teacher instructs students to watch as the teacher points to lines while stating the sentence and then tells the students to point to the lines while stating the sentence.
	<p>Required *Indicator for grades K-5 only</p> <p>4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing⁵, MSV⁶ cues, or visual memory for word recognition.</p>	Yes	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 opportunities for students to hear, say, write, and read sound and spelling patterns. Instruction follows a logical, sequential order of phonics instruction. The Comprehensive Scope and Sequence progresses methodically from basic concepts to more difficult concepts. Students work through individual consonants and short vowels in Concepts #1 - #26, progress to long vowels in Concept #27, and then progress to digraphs for Concepts #28-32. Each concept presents one letter or digraph to the students and is used over a week, as evident in the sample lesson plans in the Level A Teacher Guide Book. However, the Teacher's Guide notes that these materials can be customized

⁵ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

⁶ **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>by the teacher based on the students' needs. In each concept, students learn to identify the letter name and its letter sound, and how to form the letter on paper. The teacher introduces the new concept on Monday and practices these components with the students each day. For example, in Concept #14, the teacher reads different alliteration sentences with the focus letter b. Students identify words with the target sound. Next, the teacher shows the letter b card, and students repeat after the teacher and say the letter name, and the letter sound, say the letter b is a consonant, and use mirrors to learn the shape of the mouth when pronouncing the letter name and sound. Next, the students manipulate and discuss objects that have /b/ in the name. A word web is created and added to each day with words that have the target sound. Then, students learn letter formation. The teacher models and the students trace with their fingers and a crayon. Following these activities, students practice writing the letter b with a different medium, such as sand and finger paint. Next, the teacher reads literature while students listen for words with the letter b. Finally, students read decodable texts that include words with the letter b. The Student Spelling Workbook is also provided in the materials providing students the opportunity for extended practice in letter formation. Each concept also includes a Three-Part Drill component which reviews past lesson phonics concepts. For example, in the Level A Teacher Guide Book, Concept #2:</p>

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			<p>Aa, the Three-Minute Drill reviews the letter o through the use of review cards, sand, blending boards, or vowel tents. In Level A Teacher Guide Book, Concept #4, students participate in Word Dictation over five days which includes a mix of real and nonsense words for students to dictate. For example, on Day 1, students engage with the following words: Al, am, lam, mam, and mom. The teacher states the word, uses it in a sentence, and pounds the word. The teacher models finger tapping, if needed. Students then pound and finger tap the word as well as write the letters known for the sounds. This process is repeated for all of the words as well as new words on Days 2 and 3. On Days 4 and 5, students review words learned earlier in the week. Students receive repeated modeling and opportunities to hear, say, write, and read sound and spelling patterns. For example, in the Teacher Guide Book, Concept #22, Weekly Red Words, the teacher introduces students to the word, now. The teacher states the word, uses tokens to determine how many sounds are in the word, discusses each sound-spelling pattern as the teacher writes the graphemes correctly, defines the word, and writes a sentence using the word. The teacher then writes the word on Red Word paper with the screen underneath using a red crayon. The students do the same and show the word to the teacher once complete. The teacher and students arm tap the word while naming each letter then blend the word. They trace the word with their finger</p>

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			<p>while naming the letter three times, place the screen over the paper, and finger trace the word three times again while naming the letters. Students then turn the paper over and write the word three times while the teacher checks for accuracy. Students then write an original sentence in pencil and underline the Red Word with the red crayon. The process is repeated for the word new.</p>
	<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-cueing⁷, MSV⁸ 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. 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>	<p>Yes</p>	<p>Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. 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. The decodable readers in the materials provide students with the opportunity to develop decoding skills and apply phonics skills developed in the previous or current lessons. The Level A Teacher Guide Book, Comprehensive Scope and Sequence includes decodable readers for Concepts #9 - #32. Daily instruction and practice incorporate decodable readers throughout the lessons. For example, in the Level A Teacher Guide Book, the</p>

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⁸ **MSV**: Meaning, Structure, and Visual cues

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			<p>guidelines for using Decodable Readers within the lessons state that a decodable reader is included for use each instructional day, Monday through Friday. The Blue Teacher Reference Flip Chart describes the Decodable Reader routine. On Monday, students highlight focus phonics concepts and underline Red Words in the text. Then, on Tuesday through Thursday, students decode the words in the text and practice reading the text fluently. Students self-monitor to confirm or self-correct word errors, and the teacher directs the students to reread purposefully to acquire accurate meaning. If students make an error on a phonetic word, they look at the letters, sound out the word, and read the word. If the students cannot read the word or if it is a Red word, the teacher states the word and the students reread the sentence with automaticity. On Friday, students reread the decodable text and engage in comprehension questions relating to the text. A writing prompt with a topic that connects to the decodable reader is incorporated throughout the week as well. Concept #19: Ee, is connected to the nonfiction Decodable Reader #11, A Pig in a Pen. The concepts included in the text include the following: the letter e and short /e/; Red Words, a, brown, for, go, has, have, is, like, pink, the, will, with, you; and vocabulary words, pen, and pet. The teacher instructs or reviews all of the listed concepts during different parts of the Concept #19 lesson. Concept #28 is aligned to Decodable Reader #20, Chad, Kip,</p>

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			<p>and the Log which provides students the opportunity to practice Concept #28's focus of the digraph /ch/. Throughout the week, students engage with /ch/, learning how to decode and blend words with this sound as well as spell and read words. Students use Decodable Reader #20 to reinforce the developed skills.</p>
	<p>Required *Indicator for grades K-5 only 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 appropriate to the text, and expression.</p> <p>Materials do not require or encourage three-cueing⁹, MSV¹⁰ 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>	<p>Yes</p>	<p>Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Monitoring is included which provides the opportunity for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. The Level A Teacher Guide Book provides teachers with guidance that fluency should be incorporated in literacy lessons for at least 30 minutes or more throughout the week. Fluency is developed through multiple resources, such as Rapid Word Charts, Decodable Readers, repeated readings, word and sentence reading, and DIBELS 8 Progress Monitoring Practice. Students read decodable texts to develop reading fluency. Students self-monitor to confirm or self-correct word errors and the teacher directs the students to reread purposefully to acquire accurate meaning. If students make an error on a word, they look at the letters, sound out the word, and read the</p>

⁹ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonics cues.

¹⁰ **MSV:** Meaning, Structure, and Visual cues

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			<p>word. If the students cannot read the word or if it is a Red word, the teacher states the word and the students reread the sentence with automaticity. The decodable readers include comprehension questions that guide students to make meaning of the text. Additionally, a weekly writing prompt provides students the opportunity to connect to topics in their work with the text to fluently read. Student Reading Book A provides guidance and materials that support students in developing fluency in reading words and sentences accurately and quickly. For example, in Concept #9: Tt, students learn to read words that have the letter, t, in them, as well as other letters previously learned, such as o, a, m, d, and h. Students read the following words: tot, cat, dot, mat, hot, tag, got, Tad, lot, hat, cot, and Tom. The teacher's notes state that if students make errors on a phonetic word, the teacher provides feedback regarding the error so the student can retry to read the word. The student looks at the letters, sounds out the word, and rereads the word correctly. Then, students read the words in sentences to create meaning and further develop their reading fluency. For example, students read the sentence, "Tad had a cat." Materials include a wide variety of grade-appropriate fiction and non-fiction (informational) texts through the fifty decodable texts, allowing for frequent opportunities for students to achieve reading fluency. Each concept includes decodable texts in both genres. For example, Decodable</p>

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			<p>#2 is aligned to Concept #10 and includes the fiction text, A Dog for Tim, and the non-fiction (informational) text, Stop, Tot! Materials provide opportunities for fluency practice with feedback on students’ oral reading fluency. The Teacher Guide Originals, How Do I Rate Myself? provides a reading response form for students to score themselves on Decoding (accuracy), Pacing (rate), and Expression (expressiveness). Students rate themselves on a scale from 1-5 in each of the three domains for the first reading and final reading. Materials include a similar document, Cooperative Repeated Readings Response Form, for partner reading feedback.</p>
	<p>Required *Indicator for grades K-5 only 4g) Materials provide instruction and practice in word study.</p> <p>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.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology,</p>	<p>Yes</p>	<p>Materials provide instruction and practice in word study including pronunciation, 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 the sound symbol relationships of English. The materials provide students regular practice opportunities in encoding (spelling) the sound symbol relationships of English through the use of word and sentence dictation activities. Each lesson on Days 1, 2, and 3 provides five words and two sentences for students to dictate. These words and sentences connect to the phonics letters learned in the current or previous weeks. Teachers support students with segmenting the sounds in the word and identifying the sounds in the word to write the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		<p>corresponding letter. On Days 4 and 5, students independently practice and receive an assessment. For example, Concept #18, Word Dictation, includes five practice words for each day. On Day 1, the teacher states the word, fan. Then, the teacher uses the word in a sentence and pounds the syllables. While pounding the fan, students finger tap /f//a//n/ and pound the word again. The students write the letters known for the sounds, and they compare their letters to the teachers. The students rewrite the word and repeat the process for each of the five daily words. In Level A Teacher Guide Book, Concept #9, Tt /t/ turtle, starts off with the routine, Teaching a New Concept. This is introduced on Monday with additional practice throughout the week. In this lesson, during the Teaching a New Concept Routine, students read alliteration sentences to identify the target sound. The teacher shows the new concept card and tells students the letter name and sound. Students repeat the letter name and sound three times. The teacher tells students that a t is a consonant and that it is an unvoiced sound. The teacher asks students where they find t in the alphabet. Teachers use mirrors to discuss mouth, tongue, and teeth placement. The teacher shows an object and asks students to manipulate the object and discuss prior knowledge. The students discuss the target sound spelled with the target letter. Students brainstorm words that have the target sound. The teacher accepts all answers but places the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>incorrect answers in a thought bubble. Next, the teacher teaches letter formation for the letter t. Students use their fingers and then trace on the dotted line paper. The teacher also teaches capital letters throughout the week using the same process. The teacher dictates the target sound, and students practice writing this in sand or another medium. Students do this while stating the /t/ sound three times. The teacher connects this to literature and instructs students to signal when they hear the /t/ sound for the first page or two. The teacher reads it again for language comprehension. The teacher continues to work on language comprehension with rich literature throughout the week. The students use decodable reads to practice the concepts learned. Students practice word study while decoding grade-level words during various center activities. Materials provide multiple activities in the Encoding & Decoding Center Activity Set for Kindergarten. While engaging in the Read, Write, Draw Center Cards for Kindergarten, students decode a CVC word, write the word, and then they draw a picture for the word or find the matching picture. For example, the teacher displays the word, dig, on the soundboard. For the first box, students sound out the word and read the word. Then, in the second box, students write the word, and, in the third box, students draw or find the matching picture to match the word. This routine is repeated for the remaining words.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required *Indicator for grades K-2 only</p> <p>4h) Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Assessment opportunities within materials do not require or encourage three-cueing¹¹, MSV¹² cues, or visual memory for word recognition.</p>	<p>No</p>	<p>Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals; however, monitoring in the materials does not explicitly include guidance regarding attention to invented spelling as appropriate for its diagnostic value. The Level A Teacher Guide Book recommends assessing students before beginning instruction. The teacher administers the Beginning Reading Skills Assessment which provides teachers a baseline and helps guide instruction. The Assessment Manual provides guidance for diagnostic assessments. For example, the Beginning Reading Skills (Kindergarten) Assessment, provides teachers instructions on how to conduct the Beginning Reading Skills Assessment which includes measures for the following skills: Letter Naming, Visual Recognition, Sound Naming, Sound Recognition, and writing both capital and lowercase letters. Teachers use the Phonological Awareness Screening Test (PAST) to identify the starting point of phonological awareness instruction and monitor progress. The teacher administers these assessments again mid-year to monitor student growth and to continue to guide instruction. At the end of the school year, the teacher administers the Level 1 Initial Assessment. The Decodable Readers provide</p>

¹¹ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonics cues.

¹² **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>opportunities for decoding, fluency, and comprehension assessment. The Decodable Readers include comprehension questions at the end of each reader for teachers to use to assess students. For example, in Book 1, Tom and Tad, students read the story and answer comprehension questions, such as the following: “Who had a cat?” “What color is the cat?” and “Who had the dog?” However, materials do not explicitly address invented spelling.</p>
	<p>Required *Indicator for grades K-5 only 4i) Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills supports.</p>	<p>Yes</p>	<p>Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills support. The materials are organized in a logical and coherent manner. Materials include a Teacher Guide Book and Assessment Manual as well as a manual specific to phonological awareness instruction. Along with the lessons to use for foundational skills instruction with the students, the Teacher Guide Book provides a Scope and Sequence, guidelines for lessons, descriptions of routines, and English Learner considerations. The Teacher Guide Book includes corresponding teacher paper and digital materials. The Teacher Guide Originals Manual outlines various activities for teachers to use, such as the following: sound boxes, chaining, teaching letter formation, phoneme/grapheme chart, learning a red word, vowel sticks, phoneme activities worksheets (blending strips), dication, and other sound</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>concepts. This book provides templates for teachers to use in conjunction with the Kindergarten Student Book A Teacher Guide. The Kindergarten Comprehensive Scope and Sequence includes the concept number, the concept topic, the Red Words (Spell & Read and Read Only) for each lesson, the card pack number, and the decodable reader numbers for each concept. The teacher can easily understand which related materials they will need for each concept, making the materials easy to implement. The materials for students are also clearly identified and easy to use, which include the following: visuals, phonemic awareness, phonics manipulatives, letter formation pages, decodable readers, and digital resources for each lesson. Materials also include digital Drag & Drop Dictation Slides and a printable Decodable Fluency Set. Activities are easily implemented. For example, during the Kindergarten Brain Builder (58r), a practice activity, students review Concepts c-qu. Two students play the game together by setting a timer for one minute. While player 1 picks up a card from the pile without looking at the word and holds it on their forehead with the word facing out, player 2 segments each sound in the word clearly without blending the word. Player 1 then blends the word as quickly as possible and puts the word into the finish pile. If it is incorrect, students keep trying until they read the word correctly. The students switch roles after the one-minute timer is up and continue</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			with the activity.
SECTION III: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
<p>5. RANGE AND VOLUME OF TEXTS:</p> <p>Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> The majority of informational texts have an informational text structure. In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 	N/A	Not applicable to this review.
	<p>Required</p> <p>5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	N/A	Not applicable to this review.
	<p>5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	N/A	Not applicable to this review.
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND</p>	<p>Required</p> <p>6a) Materials include a variety of opportunities for students to listen, speak, and write about</p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>LANGUAGE:</p> <p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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 by the grade-level standards.¹³</p>		
	<p>Required *Indicator for grades 3-12 only</p> <p>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>	N/A	Not applicable to this review.
	<p>Required</p> <p>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> <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). 	N/A	Not applicable to this review.

¹³ Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> In grades 3-12, tasks may include blended modes (e.g., analytical writing). 		
	<p>Required 6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage. 	N/A	Not applicable to this review.
<p>7. ASSESSMENTS:</p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p>	<p>Required 7a) Materials use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures.</p>	N/A	Not applicable to this review.
	<p>Required 7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	N/A	Not applicable to this review.
	<p>Required</p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.		
	Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.	N/A	Not applicable to this review.
	7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.	N/A	Not applicable to this review.
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	N/A	Not applicable to this review.
	Required 8b) Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>	N/A	Not applicable to this review.
	<p>Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).</p>	N/A	Not applicable to this review.
	<p>Required 8e) Materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	N/A	Not applicable to this review.
	<p>Required 8f) Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level using an accelerating learning approach¹⁴. The language in which questions and problems are posed is not an obstacle to understanding the</p>	N/A	Not applicable to this review.

¹⁴ **Accelerating Learning** is the prioritization of equitable access to **high quality, grade level instruction for ALL students** as the center of the design and implementation of educational supports and services. Accelerating learning is both a mindset and an approach to teaching and learning, not a service, place or time. This approach leverages **acceleration**, a cyclical instructional process that connects unfinished learning in the context of new grade-level learning utilizing high-quality materials to provide timely, individualized supports throughout a variety of flexible instructional settings and groupings.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, extension activities, etc.). Materials include teacher guidance to help support special populations and provide opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.		
	8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.	N/A	Not applicable to this review.

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-III to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiable Criteria of Superior Quality¹⁵	1. Quality of Texts	N/A	Not applicable to this review.
	2. Text-Dependent Questions	N/A	Not applicable to this review.

¹⁵ Must score a “Yes” for all Non-Negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3. Coherence of Tasks	N/A	Not applicable to this review.
II. K-5 Non-Negotiable Foundational Skills Criteria (grades K-5 only)¹⁶	4. Foundational Skills	No	<p>Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide systematic and explicit phonological awareness instruction. Materials provide systematic and explicit phonics instruction. Resources and texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. 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. Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Monitoring is included which provides the opportunity for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study</p>

¹⁶ Must score a “Yes” for all Non-Negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			including pronunciation, 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 the sound symbol relationships of English. Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals; however, monitoring in the materials does not explicitly include guidance regarding attention to invented spelling as appropriate for its diagnostic value. Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills support. However, the materials do not provide sufficient evidence supporting the use of explicit grade-appropriate instruction and practice for the basic features of print.
II: Additional Criteria of Superior Quality¹⁷	5. Range and Volume of Texts	N/A	Not applicable to this review.
	6. Writing to Sources, Speaking and Listening, and Language	N/A	Not applicable to this review.
	7. Assessments	N/A	Not applicable to this review.
	8. Scaffolding and Support	N/A	Not applicable to this review.

¹⁷ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL DECISION FOR THIS MATERIAL: <u>Tier 3, Not representing quality</u>			

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 [2024-2025 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 classroom teachers with experience in grades K-12.

Appendix I.

Publisher Response



The publisher had no response.

Appendix II.

Public Comments



There were no public comments submitted.