



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 tasks.¹ In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts² independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Project Read Phonics 1 & 2**

Grade: **K**

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

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Quality of Texts (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 yellow. 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 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 1. QUALITY OF TEXTS: 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-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Required 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 text more complex than students could read themselves. 	<p>No</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the Language Circle Reading Collections Level 1, Grade Area Text Analysis document, but appropriate text complexity for the identified grade level according to the requirement outlined in the Louisiana Student Standards for ELA was not observable or determinable. The Language Circle Reading Collection, Level 1, provides teachers and students with a wide range of texts from Pre-K to Grade 3 reading levels, including texts more complex than students can read themselves, as determined by the Flesch/Kincaid measurement; however, materials fail to provide the required qualitative text complexity analysis or guidance that explains when students read each text. For example, in Reading Selection 1, students read “Sam.” The Flesch/Kincaid measurement for the text is between PreK and kindergarten. A skills and word list is provided for the text; however, materials do not include qualitative information about the text and teacher guidance is not observed. “Mike’s Story” is a complex text provided in the Story Form Literature Connection Guide and is a teacher read-aloud used for teaching students the parts</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>of a story such as character, setting, and problem/conflict. While the text is complex, it is the only text available in the Story Form Literature Connection. The Report Form Process Guide, a teaching guide to assist students in understanding and utilizing information in expository text, provides many read-aloud opportunities beyond the kindergarten grade-level text complexity. However, the extent of the text complexity and the instructional objectives for kindergarten are not observed. For example, the story titled, "Space Junk," has a Flesch Kincaid Grade Level score of 4.33 which correlates to grades 2nd to 3rd on the Louisiana Student Standards Grade-Level Band Chart. The text is not only well beyond kindergarten readability, but the student Collection Sheet is also beyond the standards for the grade level. There is no other teacher guidance as to why the text is used. Additionally, materials do not include explicit teacher directions or guidance to address which texts are read by the teacher or read by the student.</p>
	<p>Required 1b) At least 90% of texts 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>	<p>No</p>	<p>While texts offer opportunities for students to meet some grade-level ELA standards and are well-crafted for building foundational skills knowledge, the majority are not of publishable quality representing the quality of content, language and writing that is produced by experts in various disciplines. In the Language Circle Reading Collection, Level 1, all texts, 1 through 107, are texts on the students' appropriate reading levels</p>

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			<p>which coincides with the phonics skill being taught at this time in the year and follows the Principles of Instruction in Action which outlines the materials by concept, strategy, and purpose. For example in the Language Circle Reading Collection, Level 1, students read Student Reading Selection 16, “Tim’s Hat,” which focuses on the short /i/ vowel sound and reviews phonics skills taught in previous lessons. Other texts in this collection include: “Hank Can Fix It,” which focuses on words with [ng]; “Hank’s Big Cats,” which focuses on the digraph [wh]; and “Sharks,” which focuses on words with [ar]. While texts in this collection offer quality of content, they are not of publishable quality and are not produced by experts in various disciplines. Texts are more representative of decodable passages created for foundational skills instruction and are used explicitly for instructional purposes of the materials. Similarly, the Language Circle Reading Collection, Level 2, offers 85 texts that are of the appropriate reading level, but, again, the majority of texts focus on skills building rather than building knowledge through quality content. For example, Student Reading Selection 17, “Joe’s Garden,” draws students' attention to vowel teams [ee], [ea], [ie], and [ey]. Selection 27, “No More Knocks,” focuses on students identifying silent letter combinations [kn] and [wr]. Selection 40, “Bandit,” focuses on diphthongs [-ew], [-ue], [-ui], and [oo]. Student Reading</p>

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			<p>Selection 54, “Gukum,” is a diphthong and story parts review. While texts in both levels offer opportunities for students to meet some grade-level ELA standards, they are not of publishable quality and do not offer students the opportunity to examine vocabulary, make connections between texts, make inferences, draw conclusions, identify cause and effect, compare and contrast, and examine text structure and text features. There are publishable quality texts that are included in the Report Form program that offer students an opportunity to meet the grade level ELA standards through “collecting, classifying, and organizing expository text for critical thinking.” This includes the 77 texts in the Report Form Process Guide and the one text “Mike’s Story” found in the Story Form Literature Collection Guide. However, out of the total 185 texts found in the materials only 78, or 42%, are of publishable quality and offer opportunities for students to meet the grade level standards.</p>
	<p>Required 1c) Materials provide 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.</p> <ul style="list-style-type: none"> 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 text. These texts as well must form a coherent 	<p>No</p>	<p>Materials do not provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes. Weekly lessons are structured around specific phonics skills instead of a theme. The Bridge to Reading for Kindergarten, Scope and Sequence, provides a detailed look at phonics skills plans using the Language Circle Reading Collection, a collection of texts. The Report Form Process provides many complex texts,</p>

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	<p>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.</p>		<p>but is built around skills instead of a theme. For example, in Unit 1 of the Report Form Process, the ten different texts or “reports” are centered around defining and identifying the subject of the text. While materials do include reading, writing, listening, speaking, and language, they are designed for direct and multisensory phonics instruction or learning a specific skill and not for building vocabulary knowledge or knowledge about themes.</p>
	<p>Required 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>	<p>No</p>	<p>Quality texts of grade level complexity are not provided for multiple, careful readings throughout the unit of study, within a sequence or collection. The Language Circle Reading Collection, Level 1, is a group of texts sequenced and leveled through the unit of study. However, each selection focuses on a specific skill and sight word building, rather than students conducting multiple careful readings of these texts to build knowledge. Additionally, only one text selection, “Mike’s Story” found in the Story Form Literature Collection Guide is used for repeated readings to support understanding and knowledge building of the parts of a story.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 2. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of</p>	<p>Required 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>Required 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</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
textual evidence in support of meeting other grade-specific standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)		
Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: 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. <input type="checkbox"/> Yes <input type="checkbox"/> No	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	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. <ul style="list-style-type: none"> • 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 vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening). 	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS:	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	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

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<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><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>		
	<p>Required *Indicator for grades K-1 only 4b) Materials provide grade-appropriate instruction and practice for the basic features of print (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</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>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>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 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).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>Required *Indicator for grades K-5 only 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>Required *Indicator for grades K-5 only 4f) 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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>Required *Indicator for grades K-5 only 4g) 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-</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

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	appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. 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 .		
	Required *Indicator for grades K-5 only 4h) Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	Required *Indicator for grades K-5 only 4i) Materials provide instruction and practice in word study . <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 grade-level regular and irregular spelling patterns. 	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	Required *Indicator for grades K-2 only 4j) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required *Indicator for grades K-5 only 4k) Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: 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.) <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 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.) <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. 	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	Required 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 and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
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	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	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
for college and career readiness, and help students meet the language standards for the grade. <input type="checkbox"/> Yes <input type="checkbox"/> No	to engage effectively, as determined by the grade-level standards. ⁵		
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	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. <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). 	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	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. <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. 	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

⁵ Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

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<p>7. ASSESSMENTS: 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><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<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>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	Required 8f) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁶	1. Quality of Texts	No	Materials provide texts that are appropriately complex for the identified grade level according to the Language Circle Reading Collections Level 1, Grade Area Text Analysis document, but appropriate text complexity for the identified grade level according to the requirement outlined in the Louisiana Student Standards for ELA was not observable or determinable. While texts offer opportunities for students to meet some grade-level ELA standards and are well-crafted for building foundational skills knowledge; the majority are not of publishable quality representing the quality of content, language and writing that is produced by experts in various disciplines. Materials do not provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes. Quality texts of grade level complexity are not provided for multiple, careful readings throughout the unit of study, within a sequence or collection.
	2. Text-Dependent Questions	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	3. Coherence of Tasks	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

⁶ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only) ⁷	4. Foundational Skills	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
III. Additional Criteria of Superior Quality ⁸	5. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

*As applicable

⁷ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

⁸ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier I rating.

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 [2020-2021 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in Early Childhood Education and grades K-5.

Appendix I.

Publisher Response



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 tasks.¹ In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts² independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Project Read Phonics 1 & 2**

Grade: **K**

Publisher: **Language Circle Enterprises, Inc.**

Copyright: **2019**

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

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Quality of Texts (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 yellow. 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	PUBLISHER RESPONSE
SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY 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>Non-negotiable</p> <p>1. QUALITY OF TEXTS: 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-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</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 text more complex than students could read themselves. 	<p>No</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the Language Circle Reading Collections Level 1, Grade Area Text Analysis document, but appropriate text complexity for the identified grade level according to the requirement outlined in the Louisiana Student Standards for ELA was not observable or determinable. The Language Circle Reading Collection, Level 1, provides teachers and students with a wide range of texts from Pre-K to Grade 3 reading levels, including texts more complex than students can read themselves, as determined by the Flesch/Kincaid measurement; however, materials fail to provide the required qualitative text complexity analysis or guidance that explains when students read each text. For example, in Reading Selection 1, students read “Sam.” The Flesch/Kincaid measurement for the text is between PreK and kindergarten. A skills and word list is provided for the text; however, materials do not include qualitative information about the text and teacher guidance is not observed. “Mike’s Story” is a complex text provided in the Story Form Literature Connection Guide and is a teacher read-aloud used for teaching students the parts</p>	<p>The reading materials for the Project Read Phonics curriculum are separate and apart from the reading selections for Story Form Literature Connection and Report Form Process curriculum. The selections mentioned : “Mike’s Story” and “Space Junk” are not meant for Project Read Phonics instruction. These selections are designated for the other curriculum pieces – Story Form Literature Connection and Report Form Process, which are our reading comprehension process curricula. The Language Circle Reading Selections which correlate with the Phonics curriculum are decodable texts based upon the scope and sequence of skills introduced in the Phonics curriculum.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>of a story such as character, setting, and problem/conflict. While the text is complex, it is the only text available in the Story Form Literature Connection. The Report Form Process Guide, a teaching guide to assist students in understanding and utilizing information in expository text, provides many read-aloud opportunities beyond the kindergarten grade-level text complexity. However, the extent of the text complexity and the instructional objectives for kindergarten are not observed. For example, the story titled, "Space Junk," has a Flesch Kincaid Grade Level score of 4.33 which correlates to grades 2nd to 3rd on the Louisiana Student Standards Grade-Level Band Chart. The text is not only well beyond kindergarten readability, but the student Collection Sheet is also beyond the standards for the grade level. There is no other teacher guidance as to why the text is used. Additionally, materials do not include explicit teacher directions or guidance to address which texts are read by the teacher or read by the student.</p>	
	<p>Required 1b) At least 90% of texts 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>	<p>No</p>	<p>While texts offer opportunities for students to meet some grade-level ELA standards and are well-crafted for building foundational skills knowledge, the majority are not of publishable quality representing the quality of content, language and writing that is produced by experts in various disciplines. In the Language Circle Reading Collection, Level 1, all texts, 1 through 107, are texts on the students' appropriate reading levels</p>	<p>Each of the text selections in the Language Circle Reading Collections include extended reading comprehension and vocabulary enrichment activities. Please check the Teacher's Key section of these materials to see how the reading practice links to extended, higher-level thinking. The selections from the Report Form Process and the Story Form Literature Connection curricula are not meant to be</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>which coincides with the phonics skill being taught at this time in the year and follows the Principles of Instruction in Action which outlines the materials by concept, strategy, and purpose. For example in the Language Circle Reading Collection, Level 1, students read Student Reading Selection 16, “Tim’s Hat,” which focuses on the short /i/ vowel sound and reviews phonics skills taught in previous lessons. Other texts in this collection include: “Hank Can Fix It,” which focuses on words with [ng]; “Hank’s Big Cats,” which focuses on the digraph [wh]; and “Sharks,” which focuses on words with [ar]. While texts in this collection offer quality of content, they are not of publishable quality and are not produced by experts in various disciplines. Texts are more representative of decodable passages created for foundational skills instruction and are used explicitly for instructional purposes of the materials. Similarly, the Language Circle Reading Collection, Level 2, offers 85 texts that are of the appropriate reading level, but, again, the majority of texts focus on skills building rather than building knowledge through quality content. For example, Student Reading Selection 17, “Joe’s Garden,” draws students' attention to vowel teams [ee], [ea], [ie], and [ey]. Selection 27, “No More Knocks,” focuses on students identifying silent letter combinations [kn] and [wr]. Selection 40, “Bandit,” focuses on diphthongs [-ew], [-ue], [-ui], and [oo]. Student Reading</p>	<p>used as part of the Project Read Phonics curriculum. These are separate reading comprehension curricula not intended for emerging readers.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Selection 54, “Gukum,” is a diphthong and story parts review. While texts in both levels offer opportunities for students to meet some grade-level ELA standards, they are not of publishable quality and do not offer students the opportunity to examine vocabulary, make connections between texts, make inferences, draw conclusions, identify cause and effect, compare and contrast, and examine text structure and text features. There are publishable quality texts that are included in the Report Form program that offer students an opportunity to meet the grade level ELA standards through “collecting, classifying, and organizing expository text for critical thinking.” This includes the 77 texts in the Report Form Process Guide and the one text “Mike’s Story” found in the Story Form Literature Collection Guide. However, out of the total 185 texts found in the materials only 78, or 42%, are of publishable quality and offer opportunities for students to meet the grade level standards.</p>	
	<p>Required 1c) Materials provide 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.</p> <ul style="list-style-type: none"> 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 text. These texts as well must form a coherent 	<p>No</p>	<p>Materials do not provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes. Weekly lessons are structured around specific phonics skills instead of a theme. The Bridge to Reading for Kindergarten, Scope and Sequence, provides a detailed look at phonics skills plans using the Language Circle Reading Collection, a collection of texts. The Report Form Process provides many complex texts,</p>	<p>The selections from the Report Form Process and the Story Form Literature Connection curricula are not meant to be used as part of the Project Read Phonics curriculum. These are separate reading comprehension curricula not intended for emerging readers.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>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.</p>		<p>but is built around skills instead of a theme. For example, in Unit 1 of the Report Form Process, the ten different texts or “reports” are centered around defining and identifying the subject of the text. While materials do include reading, writing, listening, speaking, and language, they are designed for direct and multisensory phonics instruction or learning a specific skill and not for building vocabulary knowledge or knowledge about themes.</p>	
	<p>Required 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>	<p>No</p>	<p>Quality texts of grade level complexity are not provided for multiple, careful readings throughout the unit of study, within a sequence or collection. The Language Circle Reading Collection, Level 1, is a group of texts sequenced and leveled through the unit of study. However, each selection focuses on a specific skill and sight word building, rather than students conducting multiple careful readings of these texts to build knowledge. Additionally, only one text selection, “Mike’s Story” found in the Story Form Literature Collection Guide is used for repeated readings to support understanding and knowledge building of the parts of a story.</p>	<p>Each of the text selections in the Language Circle Reading Collections include extended reading comprehension and vocabulary enrichment activities. Please check the Teacher’s Key section of these materials to see how the reading practice links to extended, higher-level thinking through activities to build reading comprehension skills and vocabulary enrichment. The selections from the Report Form Process and the Story Form Literature Connection curricula are not meant to be used as part of the Project Read Phonics curriculum. These are separate reading comprehension curricula not intended for emerging readers.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 2. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of</p>	<p>Required 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>Required 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</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
textual evidence in support of meeting other grade-specific standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)			
Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: 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. <input type="checkbox"/> Yes <input type="checkbox"/> No	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	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. <ul style="list-style-type: none"> • 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 vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening). 	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)				
Non-negotiable* 4. FOUNDATIONAL SKILLS:	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	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<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><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>			
	<p>Required *Indicator for grades K-1 only 4b) Materials provide grade-appropriate instruction and practice for the basic features of print (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</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>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>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 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).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>Required *Indicator for grades K-5 only 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>Required *Indicator for grades K-5 only 4f) 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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>Required *Indicator for grades K-5 only 4g) 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-</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. 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 .			
	Required *Indicator for grades K-5 only 4h) Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	Required *Indicator for grades K-5 only 4i) Materials provide instruction and practice in word study . <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 grade-level regular and irregular spelling patterns. 	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	Required *Indicator for grades K-2 only 4j) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	Required *Indicator for grades K-5 only 4k) Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section III. Additional Criteria of Superior Quality				
5. RANGE AND VOLUME OF TEXTS: 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.) <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 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.) <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. 	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	Required 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 and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
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	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	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
for college and career readiness, and help students meet the language standards for the grade. <input type="checkbox"/> Yes <input type="checkbox"/> No	to engage effectively, as determined by the grade-level standards. ⁵			
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	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. <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). 	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	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. <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. 	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

⁵ 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	PUBLISHER RESPONSE
<p>7. ASSESSMENTS: 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><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<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>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	Required 8f) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> 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.				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section	Criteria	Yes/No	Final Justification/Comments	
I. K-12 Non-negotiable Criteria of Superior Quality⁶	1. Quality of Texts	No	<p>Materials provide texts that are appropriately complex for the identified grade level according to the Language Circle Reading Collections Level 1, Grade Area Text Analysis document, but appropriate text complexity for the identified grade level according to the requirement outlined in the Louisiana Student Standards for ELA was not observable or determinable. While texts offer opportunities for students to meet some grade-level ELA standards and are well-crafted for building foundational skills knowledge; the majority are not of publishable quality representing the quality of content, language and writing that is produced by experts in various disciplines. Materials do not provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes. Quality texts of grade level complexity are not provided for multiple, careful readings throughout the unit of study, within a sequence or collection.</p>	<p>The Project Read Phonics curriculum is designed to provide foundational phonics skills for emerging readers grades K-2. The scope and sequence of instruction moves from simple to complex phonetic skills in order of frequency of use. The Language Circle Reading Collections Levels 1 and 2 provide students the opportunity to practice reading fluency through multiple readings of the text both chorally, and through independent silent readings. In addition to text reading, each selection includes questions and activities for reading comprehension development and vocabulary enrichment. (See the Teacher’s Key Section of the materials). Phonics skill instruction through the Project Read Phonics curriculum are intended to provide the self-operational, foundational skills for students to transfer to other reading selections. The purpose for teaching the Phonics curriculum is to give students the tools they need to become active, purposeful, independent readers and are not specific to the Project Read provided reading selections alone. Students should take the knowledge of how to unlock sound/symbol to be able to read from a variety of texts. The Story Form Literature Connection and Report Form Process curricula are separate</p>

⁶ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				reading comprehension instruction designed to work alongside the Phonics instruction at an age-appropriate level.
	2. Text-Dependent Questions	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	3. Coherence of Tasks	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁷	4. Foundational Skills	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
III. Additional Criteria of Superior Quality⁸	5. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>				

*As applicable

⁷ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

⁸ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier I rating.

Appendix II.

Public Comments

There were no public comments submitted.