

Louisiana Literacy Advisory Commission



November 28, 2023

Agenda

- I. Call to Order
- II. Roll Call
- III. Approval of minutes of the meeting held October 23, 2023
- IV. Consideration of an update report regarding literacy instructional materials
- V. Consideration of proposed revisions to *Bulletin 1566 - Pupil Progression Policies and Procedures* in response to Act 422 of the 2023 Regular Legislative Session
- VI. Consideration of an update regarding LLAC Subcommittees
- VII. Consideration of an update regarding the LLAC Report

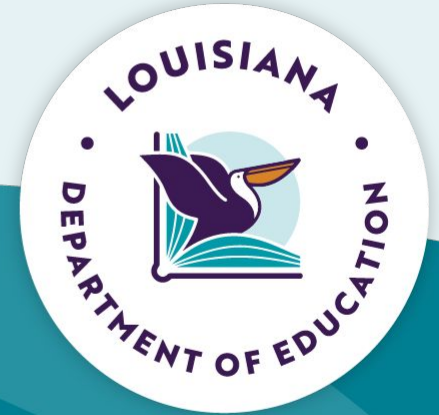


- I. Call to Order
- II. Roll Call
- III. Approval of minutes from October 23, 2023



IV. Consideration of an Update Report Regarding Literacy Instructional Materials

Sharon Necaise, Deputy Assistant Superintendent of Academic Content



2020 Literacy Commission Recommendations

- Review and, as needed, revise the Instructional Materials Evaluation Tool for ELA Grades K-12 (IMET). In addition to being fully aligned to Louisiana Student Standards, programs that receive Tier 1 ratings must provide evidence-based instruction methods that include writing and the five explicit, systematic components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Review and, as needed, revise the Instructional Materials Evaluation Tool for ELA Intervention Grades 3–8 (IMET). In addition to being fully aligned to Louisiana Student Standards, programs that receive Tier 1 ratings must be data-driven, individualized by student, systematic, and provide explicit instruction on phonological awareness, phonics, and fluency. Add a non-required indicator addressing vocabulary and comprehension.



2020 Rubric Updates

- January 2020 - assembled a work group from various teams to incorporate the requested updates to the K-12 ELA and 3-8 Intensive Intervention IMR rubrics
 - Diverse Learners
 - Early Childhood
 - K-12 Academic Content/Instructional Materials Review
 - Literacy
- Updated rubrics were finalized in March 2020



Updates to the K-12 ELA IMR Rubric

Original Language	Updated Language
<p>Required *Indicator for grades K-2 only Indicator 4a) Materials follow a 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.</p>	<p>Required *Indicator for grades K-5 only Indicator 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>Required *Indicator for grades K-1 only Indicator 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>Required *Indicator for grades K-1 only Indicator 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>

Updates to the K-12 ELA IMR Rubric

Original Language	Updated Language
<p>Required *Indicator for grades K-2 only Indicator 4a) Materials follow a 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.</p>	<p>Required *Indicator for grades K-5 only Indicator 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>Required *Indicator for grades K-5 only Indicator 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques.</p>

Updates to the K-12 ELA IMR Rubric

Original Language

Required Indicator 4b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.

In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.

Required Indicator 4e) 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 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.

Updated Language

Required *Indicator for grades K-5 only Indicator 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.

Required *Indicator for grades K-5 only Indicator 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-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.**

Updates to the K-12 ELA IMR Rubric

Original Language	Updated Language
Required Indicator 4d) Materials encourage students to self-monitor, and to use context to confirm, or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Required *Indicator for grades K-5 only Indicator 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.



Updates to the K-12 ELA IMR Rubric

Original Language

Required Indicator 4c) 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, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.

(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)

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.

Updated Language

Required *Indicator for grades K-5 only Indicator 4i) Materials provide **instruction and practice in word study.**

- 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.

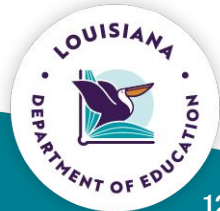
(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)

- 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.



Updates to the K-12 ELA IMR Rubric

Original Language	Updated Language
<p>Required Indicator 8e) *Foundational Skills Indicator for grades K-2 only 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 should include attention to invented spelling as appropriate for its diagnostic value.</p>	<p>Required *Indicator for grades K-2 only Indicator 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.</p>
<p>Indicator 8f) * Foundational Skills Indicator for grades K-5 only Materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills supports.</p>	<p>Required *Indicator for grades K-5 only Indicator 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.</p>



Updates to the 3-8 Intensive Intervention IMR Rubric

Original Language

Required 2c) Materials provide multiple opportunities and practice for students to master **high-frequency and/or irregular** words based on student need.

Required 2e) Materials include varied and frequent opportunities for students to engage in supported practice to gain reading **fluency** with accuracy and automaticity. Based on student need, resources and/or texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression. Materials provide teacher guidance to support students as they confirm or self-correct errors. Materials provide opportunities to make frequent connections between the acquisition of foundational skills and meaning-making when appropriate.

Updated Language

Required Indicator 2c) Materials provide multiple opportunities and practice for students to master **high-frequency irregular** words both in and out of context based on student need.

Required Indicator 2e) Materials include varied and frequent opportunities for students to engage in supported practice to gain reading **fluency** with accuracy and automaticity. Based on student need, resources and/or texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression. Materials provide teacher guidance to support students as they confirm or self-correct errors.

Updates to the 3-8 Intensive Intervention IMR Rubric

Newly Added Section: Criterion 5

5. ADDITIONAL INFORMATION

These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.

Additional Information Indicator 5a) Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.

Additional Information Indicator 5b) Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.

2022 Literacy Commission Recommendations

Review, and as needed, revise the Teacher Leader Advisor application and selection process to include science of reading training as a requirement to review rubric components focused on foundational skills.

- Our application has been updated to require applicants to identify whether or not they are SOR certified.
- Currently, we have two teams of instructional materials reviewers who are Science of Reading Certified conducting reviews of materials.



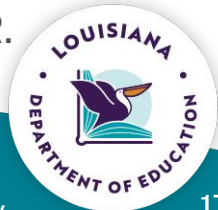
2022 Literacy Commission Recommendations

Review and, as needed, revise the Instructional Materials Evaluation Tool for ELA Grades K-12 (IMET). In addition to being fully aligned to Louisiana Student Standards, programs that receive Tier 1 ratings must provide evidence-based instruction methods that include writing and the five explicit, systematic components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension and aligns to the science of reading. Programs must include explicit writing instruction that encompasses foundational and writing process/composition writing as grade-level appropriate.



Timeline and Implementation of New Rubrics

- 2022
 - June 2022 - Act 517 Passes
 - June - August 2022
 - LDOE IMR team developed Act 517 rubric
 - LDOE team recruited and trained IMR TLAs who were SOR certified to conduct reviews
 - October 2022
 - Reviews using the Act 517 rubric began
- 2023
 - Continued from 2022 - reviews of tier 1 materials to determine alignment with Act 517
 - September 2023
 - Began process of an in depth review of K-12 ELA rubric to align with SOR.



Act 517

 Act 517 Compliance Reviews Status Report						
<p>On June 21, 2022, Louisiana lawmakers signed Act 517 into law to ensure that all textbooks and instructional materials used to teach students to read are high-quality, fully aligned to state content standards, and based on literacy strategies that are scientifically researched with proven results in teaching phonological awareness, letter formation, phonics, decoding, fluency, vocabulary, and comprehension. As part of the Louisiana Department of Education's support for a seamless transition to textbooks and instructional materials that are based on scientifically-researched literacy strategies, the LDOE identified the criterion and indicators used to review instructional materials that were impacted as a result of this legislation.</p> <p>The LDOE reached out to publishers with posted Tier 1 or Tier 2 state reviews that include foundational skills and requested access to their instructional materials to examine for the following changes in alignment resulting from Act 517:</p> <ul style="list-style-type: none"> Instructional materials and embedded assessments do not require or encourage the three-cueing system model of reading (students gaining meaning from print through Semantic, Syntactic, or Grapho-phonics cues) in reading instruction; Instructional materials and embedded assessments do not require or encourage visual memory as the primary basis for word recognition; and/or Instructional materials and embedded assessments do not require or encourage MOV (Meaning, Structure, and Visual) cues in reading instruction. 						
Completed Reviews						
Review Cycle	Content Area	Tier	Publisher	Title	Status	Impact
2017-2018	ELA	1	Amplify Education	Core Knowledge Lang. Arts (CKLA) 2nd Edition, Grades K-5	Published	Tier 1
2016-2017	ELA	1	Open Up Resources	EL Education, Grades K-5	Published	Tier 1
2021-2022	ELA	1	McGraw Hill LLC	Wonders, Grades 3-5	Published	Tier 1
2019-2020	ELA	1	Imagine Learning	EL Education, Grades K-5	Published	Tier 1
2018-2019	ELA	1	Open Up Resources	Bookworms Reading and Writing, Grade 2	Published	Tier 1
2019-2020	ELA INT	1	EPS Operations, LLC	S.P.I.R.E. ELA Intervention Grades 3-8	Published	Tier 1
2013-2014	ELA	1	Core Knowledge	Core Knowledge (CKLA) ELA Skills Strand, Grades K-2	Published	Tier 1
2019-2020	ELA	1	Pearson K12 / Savvas Learning	myView Literacy, Grades K-2	Published	Tier 3
2016-2017	ELA	2	Success for All Foundation	KinderCorner 2nd Edition Plus, Grade K	Published	Tier 3
Review Status Report - Currently Posted Tier 1 and 2 Materials						
Review Cycle	Content Area	Tier	Publisher	Title	Status	Impact
2019-2020	ELA	1	Pearson K12 / Savvas Learning	myView Literacy, Grades 3-5	Under Review	TBD
2020-2021	ELA	1	Houghton Mifflin Harcourt	Into Reading, Grades 3-5	Under Review	TBD
2020-2021	ELA INT	1	Lexia Learning Systems LLC	Lexia Core5 Reading, ELA Intervention Grades 3-8	Under Review	TBD
2020-2021	ELA INT	1	Center for the Collaborative Classroom	SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) ELA Intervention Grades 3-8	Ready for Review	TBD
2019-2020	ELA INT	2	Imagine Learning	Imagine Language & Literacy, Grades 3-6	Ready for Review	TBD

Tier 1 and 2 ELA curricula, that includes foundational skills for Act 517 (2022) compliance, is currently being reviewed by the Department. Upon completion, a cover page is added to the posted review noting the impact of the review for compliance.

The [Act 517 Compliance Reviews Status Report](#) lists the status of all Act 517 compliance reviews, including completed reviews, titles that are under review or ready for review, and titles not been reviewed for Act 517 compliance.



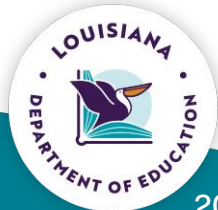
Not Reviewed for Compliance Under Act 517

Publisher	Title
American Reading Company, Inc.	ARC Core, Grades K-2
American Reading Company, Inc.	IRLA Foundational Skills Toolkit, Grades K-2 (Foundational Skills Only)
Pearson Online Blended Learning	Language Arts 1 A/B, Gr 1



Completed Act 517 Reviews

Publisher	Title	Status
Amplify Education	Core Knowledge Lang. Arts (CKLA) 2nd Edition Grades K-5	Tier 1
Open Up Resources	EL Education, Grades K-5	Tier 1
McGraw Hill, LLC	Wonders, Grades 3-5	Tier 1
Imagine Learning	EL Education, Grades K-5	Tier 1
Open Up Resources	Bookworms Reading and Writing, Grade 2	Tier 1
EPS Operations, LLC	S.P.I.R.E. ELA Intervention Grades 3-8	Tier 1



Completed Act 517 Reviews

Publisher	Title	Status
Core Knowledge	Core Knowledge (CKLA) ELA Skills Strand, Grades K-2	Tier 1
Pearson K12/Savvas Learning	myView Literacy, Grades K-2	Tier 3
Success for All Foundation	KinderCorner 2nd Edition Plus, Grade K	Tier 3
Lexia Learning Systems, LLC	Lexia Core5 Reading ELA Intervention Grades 3-8	Tier 1

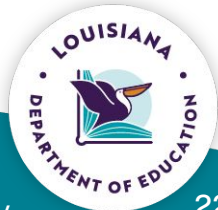


Titles Under Act 517 Review

Publisher	Title
Pearson K12 Savvas Learning	myView Literacy, Grades 3-5
Houghton Mifflin Harcourt	Into Reading, Grades 3-5
Center for the Collaborative Classroom	SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) ELA Intervention Grades 3-8
Imagine Learning*	Imagine Language & Literacy, Grades 3-6*

*Materials are ready for review and will be assigned when a team is available for review.

Please contact louisianacurriculumreview@la.gov.



Science of Reading in ELA Guidebooks

ELA Guidebooks 3-5 (2022): Fluency Utilized to Engage Learners (F.U.E.L.)

- Aligned to ELA Guidebooks 3-5 (2022) units
- Provide targeted fluency activities to support non-fluent readers
- Releasing on [Louisiana Curriculum Hub](#) spring 2024

Knowledge Matters Campaign Recognition

- ELA Guidebooks 3-5 (2022) recognized by the [Knowledge Matters Campaign](#) for building student knowledge with rich content, providing support for all students, and helping students achieve at high levels.

Please contact elaguidebooks@la.gov.

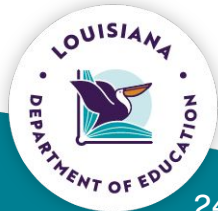


Building Knowledge

Bayou Bridges is a K-8 Louisiana Social Studies Curriculum for whole-class instruction that ensure students have broad and deep knowledge about the world, are able to express reasoned and nuanced arguments, and are prepared to participate in civic life. Each unit topic contains engagingly written texts along with color illustrations, photographs, maps, and primary source documents.



Please contact classroomsupporttoolbox@la.gov



V. Consideration of proposed revisions to *Bulletin 1566 - Pupil Progression Policies and Procedures* in response to Act 422 of the 2023 Regular Legislative Session



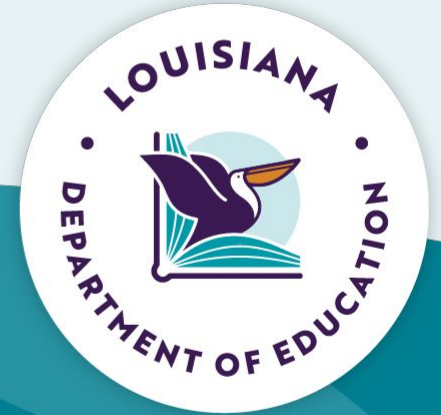
Act 422

Prohibits promotion to the fourth grade of certain students whose reading deficiencies have not been remediated by the end of the third grade.

- literacy screening
- individual reading plan
- exceptions for good cause
- required instructional services to retained students



IV. Consideration of an Update Regarding LLAC Subcommittees



Data Requests

Science of Reading Training

- Act 108 - 47% completed as of April 1, 2023
- 4th - 8th grade SOR Modules provided through a State Personnel Development Grant - 1,392 enrolled

Dyslexia Certification

- Currently have 2 LDOE Certified Dyslexia therapists and 13 practitioners
- Cohort of 25 educators being trained through the Dyslexia Resource Center, second cohort to start early summer



Data Requests

School Literacy Plans

# K-3 Schools	# K-3 Plans Submitted	# CIR Schools	# CIR Schools Submitted
829	642	201	177



Funding by Program

Literacy Coaches	\$16.2 million with 50% match from LEA
Literacy Specialists	\$2 million
Literacy Training	\$9.7 million
Literacy Tutoring	\$4 million
R.E.A.D. Program	\$2.5 million



IV. Consideration of an Update Regarding the LLAC Report



Future Meeting Dates

- December 19, 2023 at 10:00 AM
 - Endorse LLAC Report

