

**Foundations of Reading  
Intensive Intervention Materials Grades 3-8**

This rubric is intended for use with instructional materials that provide instruction on phonological awareness, phonics, and fluency.

Students who continue to struggle to meet [Louisiana Student Standards](#) after they have received all possible supports available during whole-class and small-group instruction need **intensive intervention** in addition to, not as a substitute for, whole-class and small-group instruction. The content of intensive intervention should target needs that are based on the program’s diagnostic tool. Intervention should support the approaches used during whole-class and small-group instruction, even when the curriculum used during intervention is different from that used during whole-class and small-group instruction.

The Louisiana Department of Education believes that intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. In **systematic instruction**, the organization of material follows a logical order of language. The sequence of instruction begins with the student’s prescribed need and progresses methodically from basic concepts and elements to more difficult concepts and elements. In **explicit instruction**, the method of teaching emphasizes attention on small learning steps, consistently checking for student understanding, and ensuring student engagement and participation. The instruction requires deliberate (i.e., Say, Model, Practice, Apply) teaching of all concepts and does not assume that students will naturally deduce these concepts on their own.

**Pre Screening Requirement:**

Publishers must submit evidence-based research documenting effectiveness in phonological awareness, phonics, and fluency.

Title: **IRLA Toolkits for Secondary Grades**

Grade: **3-8**

Publisher: **American Reading Company**

Copyright: **2021**

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

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

STRONG	WEAK
	1. Program Design (Non-negotiable)

---

### Scoring Guidance<sup>1</sup>:

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with

#### Section I: Non-negotiable Criteria.

- Review the **required**<sup>2</sup> 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** Criterion 2. Materials must meet **Non-negotiable** Criteria 1 and 2 to continue to **Non-negotiable** Criterion 3. Materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II.
- 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 II: Additional Criterion 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 criterion.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criterion.

If all Non-negotiable Criteria are met and Section II is completed with a score of “Yes” or “No,” continue to

#### Section III: Additional Information.

- The indicators in this section are not scored, but provide additional information about the materials.
- The indicators in this section do not affect the overall rating of the materials.

**Tier 1 ratings** receive a “Yes” for all Non-negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-negotiable Criteria.

---

<sup>1</sup>The tiering system in the [LDOE’s Online Instructional Materials Review process](#) is used to rate the materials’ degree of alignment to state standards, using the respective rubric. The term “tier” in this rating context does not correspond to student achievement levels or degree of needed support commonly used in intervention settings.

<sup>2</sup> **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criterion 2. Materials must meet Non-negotiable Criteria 1 and 2 to continue to Non-negotiable Criterion 3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.</b>			
<p><b>Non-negotiable</b>  <b>1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN</b></p> <p>Materials include a range of reading foundational skills lessons that can reasonably be completed within a school day, including the tools necessary to evaluate deficits in foundational reading skills.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials and instructional approaches <b>support</b> the rubric <a href="#">definition</a> for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit.</p>	<p><b>No</b></p>	<p>Materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. However, intensive instruction cannot be reasonably implemented within school hours. Materials use the Independent Reading Level Assessment, a diagnostic tool, to individually locate where every student falls on the IRLA’s Developmental Taxonomy of Reading and in the CCSS continuum to determine a baseline reading level. This is used to identify entry placement in the program. Formative assessment is utilized to monitor student progress and make adjustments to individualized instruction. Materials include small-group instructional support which includes explicit lessons in phonological awareness, phonics, and fluency while also providing systematic instruction of hands-on tools used to guide students towards meeting the exit requirements of their current instructional level. Materials explain that the program should be implemented within the literacy block. Action Plans outline the activities and time for student</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>engagement within the program. For example, guidance for 1G (Power Words) includes: reading 10 books a night, challenge a student to read all 1G books in the 1G basket by the end of the day, having an older student read with the student in 1G (15 minutes daily), adult coaching (15 minutes daily), sitting by a student in class that can help with unfamiliar words (30 minutes daily), small-group instruction (10-15 minutes), and writing practice (10-20 minutes daily). In all, the Action Plan for 1G demands between 1 hour and 20 minutes and 1 hour and 35 minutes of daily student engagement of foundational skills. Therefore, the materials would not be reasonably implemented within school hours.</p>
	<p><b>Required</b>  <b>1b)</b> Materials include tools to <b>evaluate</b> foundational reading skills in the areas of phonological awareness, phonics, and fluency.</p> <ul style="list-style-type: none"> <li>• Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction.</li> <li>• Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students.</li> </ul>	<p><b>Yes</b></p>	<p>Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Materials include diagnostic tools to assess students' current independent reading level and identify the placement level to begin instruction. Each reading level within the toolkit has entry and exit requirements that are located on the Level Overview page in the IRLA manual. For example, entry requirements for 1G include: reading and comprehending emergent-reader texts with the ability to answer key details about the text, reading</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>at least 25 1G high-frequency words with automaticity, and demonstrating an understanding of one-to-one letter-sound correspondences. Exit requirements include: reading and comprehending emergent-reader texts, reading at least 25 2G high-frequency words with automaticity, and knowing the spelling-sound correspondences for common consonant digraphs. Progress monitoring is conducted in the form of coaching and conferencing. After reading levels are identified, the teacher follows the Formative Assessment Protocol to guide their conferences with students. These conferences serve as both coaching and formative assessment opportunities which guide the instruction of students by allowing the teacher the opportunity to form flexible, temporary small groups based on common instructional needs.</p>
<p><b>Non-negotiable</b>  <b>2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT</b></p> <p>Materials include <a href="#">systematic and explicit instruction</a> in phonological awareness,</p>	<p><b>Required</b>  <b>2a)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and, blending, segmenting, deleting, and substituting phonemes).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>
	<p><b>Required</b>  <b>2b)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>2c)</b> Materials provide multiple opportunities and practice for students to master <b>high-frequency</b> words both in and out of context based on student need.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria was not met.
	<b>Required</b> <b>2d)</b> Resources and/or texts provide ample <b>practice</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria was not met.
	<b>Required</b> <b>2e)</b> Materials include varied and frequent opportunities for students to engage in supported practice to gain reading <b>fluency</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria was not met.
<b>Non-negotiable</b> <b>3. USABILITY AND SUPPORT:</b>  Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>3a)</b> Materials provide clear, extensive <b>guidance and support</b> for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need and clearly communicate information about recommended intensity, intervention group size, and time requirements (e.g., 20 minutes a day, 4 days a week).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria was not met.
	<b>Required</b> <b>3b)</b> Materials support a <b>high level of student and teacher interaction</b> . Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria was not met.
<b>SECTION II: ADDITIONAL CRITERION OF SUPERIOR QUALITY</b>			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</b></p> <p>Materials are easy to use and well organized. Materials provide regular opportunities for students to receive feedback and set instructional goals. Materials enhance student engagement and learning through multimodal/multisensory resources and provide a wide variety of resources/texts.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>4a)</b> Materials include a <b>wide variety</b> of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>
	<p><b>Required</b>  <b>4b)</b> Materials provide a variety of <b>multimodal/multisensory</b> resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>
	<p><b>Required</b>  <b>4c)</b> Materials include regular opportunities and tools for students to receive immediate <b>feedback</b> on and track their progress toward proficiency and/or understanding.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>
	<p><b>Required</b>  <b>4d)</b> Materials are <b>easy to use and well organized</b> for teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials contain ample and useful annotations and suggestions to support implementation.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>
<p><b>SECTION III: ADDITIONAL INFORMATION</b></p>			
<p><b>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</b></p>			
<p><b>5. ADDITIONAL INFORMATION</b></p> <p>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</p>	<p><b>5a)</b> Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>
	<p><b>5b)</b> Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I. Non-negotiable Criteria of Superior Quality</b>	1. Program Design	<b>No</b>	Materials and instructional approaches support the rubric definition for intensive reading interventions; however, intensive instruction cannot be reasonably implemented within school hours. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency.
	2. Instructional Design	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria was not met.
	3. Usability and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria was not met.
<b>II. Additional Criterion of Superior Quality</b>	4. Additional Indicators of Superior Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria was not met.
<b>III. Additional Information</b>	5. Additional Information	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria was not met.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier 3, Not representing quality</u></b>			



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 [2021-2022 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. This review represents the work of current classroom teachers with experience in Early Childhood Education and grades K-8.

Appendix I.

Publisher Response

**Foundations of Reading  
Intensive Intervention Materials Grades 3-8**

This rubric is intended for use with instructional materials that provide instruction on phonological awareness, phonics, and fluency.

Students who continue to struggle to meet [Louisiana Student Standards](#) after they have received all possible supports available during whole-class and small-group instruction need **intensive intervention** in addition to, not as a substitute for, whole-class and small-group instruction. The content of intensive intervention should target needs that are based on the program’s diagnostic tool. Intervention should support the approaches used during whole-class and small-group instruction, even when the curriculum used during intervention is different from that used during whole-class and small-group instruction.

The Louisiana Department of Education believes that intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. In **systematic instruction**, the organization of material follows a logical order of language. The sequence of instruction begins with the student’s prescribed need and progresses methodically from basic concepts and elements to more difficult concepts and elements. In **explicit instruction**, the method of teaching emphasizes attention on small learning steps, consistently checking for student understanding, and ensuring student engagement and participation. The instruction requires deliberate (i.e., Say, Model, Practice, Apply) teaching of all concepts and does not assume that students will naturally deduce these concepts on their own.

**Pre Screening Requirement:**

Publishers must submit evidence-based research documenting effectiveness in phonological awareness, phonics, and fluency.

Title: **IRLA Toolkits for Secondary Grades**

Grade: **3-8**

Publisher: **American Reading Company**

Copyright: **2021**

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

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

STRONG	WEAK
	1. Program Design (Non-negotiable)

---

### Scoring Guidance<sup>1</sup>:

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with

#### Section I: Non-negotiable Criteria.

- Review the **required**<sup>2</sup> 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** Criterion 2. Materials must meet **Non-negotiable** Criteria 1 and 2 to continue to **Non-negotiable** Criterion 3. Materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II.
- 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 II: Additional Criterion 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 criterion.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criterion.

If all Non-negotiable Criteria are met and Section II is completed with a score of “Yes” or “No,” continue to

#### Section III: Additional Information.

- The indicators in this section are not scored, but provide additional information about the materials.
- The indicators in this section do not affect the overall rating of the materials.

**Tier 1 ratings** receive a “Yes” for all Non-negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-negotiable Criteria.

---

<sup>1</sup>The tiering system in the [LDOE’s Online Instructional Materials Review process](#) is used to rate the materials’ degree of alignment to state standards, using the respective rubric. The term “tier” in this rating context does not correspond to student achievement levels or degree of needed support commonly used in intervention settings.

<sup>2</sup> **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
<b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criterion 2. Materials must meet Non-negotiable Criteria 1 and 2 to continue to Non-negotiable Criterion 3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.</b>				
<p><b>Non-negotiable</b>  <b>1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN</b></p> <p>Materials include a range of reading foundational skills lessons that can reasonably be completed within a school day, including the tools necessary to evaluate deficits in foundational reading skills.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials and instructional approaches <b>support</b> the rubric <a href="#">definition</a> for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit.</p>	<p><b>No</b></p>	<p>Materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. However, intensive instruction cannot be reasonably implemented within school hours. Materials use the Independent Reading Level Assessment, a diagnostic tool, to individually locate where every student falls on the IRLA's Developmental Taxonomy of Reading and in the CCSS continuum to determine a baseline reading level. This is used to identify entry placement in the program. Formative assessment is utilized to monitor student progress and make adjustments to individualized instruction. Materials include small-group instructional support which includes explicit lessons in phonological awareness, phonics, and fluency while also providing systematic instruction of hands-on tools used to guide students towards meeting the exit requirements of their current instructional level. Materials explain that the program should be implemented within the literacy block. Action Plans outline the activities and time for student</p>	<p>LDOE's finding that intensive instruction cannot be reasonably implemented within school hours represents a misunderstanding of how ARC's materials are intended to be used. ARC's instructional resources and support materials provide guidance about the duration and frequency of intensive reading interventions, which are equitably implemented based on whether students are working within the emergency, at-risk, or proficient levels. Intensive reading intervention is delivered to small groups of students or one-on-one using lessons from ARC's IRLA Toolkits/IRLA Toolkits for Secondary Grades. The materials present an array of strategies from which teachers can choose to implement within a 90–120-minute literacy block. Furthermore, the Action Plans referenced by LDOE are an optional component, primarily accessed by parents and home coaches outside of school hours, therefore having a minimal impact on the time for implementation.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
			<p>engagement within the program. For example, guidance for 1G (Power Words) includes: reading 10 books a night, challenge a student to read all 1G books in the 1G basket by the end of the day, having an older student read with the student in 1G (15 minutes daily), adult coaching (15 minutes daily), sitting by a student in class that can help with unfamiliar words (30 minutes daily), small-group instruction (10-15 minutes), and writing practice (10-20 minutes daily). In all, the Action Plan for 1G demands between 1 hour and 20 minutes and 1 hour and 35 minutes of daily student engagement of foundational skills. Therefore, the materials would not be reasonably implemented within school hours.</p>	<p>The materials referenced in this review were submitted in 2021 and are no longer for sale. Please contact ARC for the intervention materials that are currently available.</p>
	<p><b>Required</b>  <b>1b)</b> Materials include tools to <b>evaluate</b> foundational reading skills in the areas of phonological awareness, phonics, and fluency.</p> <ul style="list-style-type: none"> <li>Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction.</li> <li>Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students.</li> </ul>	<p><b>Yes</b></p>	<p>Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Materials include diagnostic tools to assess students' current independent reading level and identify the placement level to begin instruction. Each reading level within the toolkit has entry and exit requirements that are located on the Level Overview page in the IRLA manual. For example, entry requirements for 1G include: reading and comprehending emergent-reader texts with the ability to answer key details about the text, reading</p>	<p>The materials referenced in this review were submitted in 2021 and are no longer for sale. Please contact ARC for the intervention materials that are currently available.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
			at least 25 1G high-frequency words with automaticity, and demonstrating an understanding of one-to-one letter-sound correspondences. Exit requirements include: reading and comprehending emergent-reader texts, reading at least 25 2G high-frequency words with automaticity, and knowing the spelling-sound correspondences for common consonant digraphs. Progress monitoring is conducted in the form of coaching and conferencing. After reading levels are identified, the teacher follows the Formative Assessment Protocol to guide their conferences with students. These conferences serve as both coaching and formative assessment opportunities which guide the instruction of students by allowing the teacher the opportunity to form flexible, temporary small groups based on common instructional needs.	
<p><b>Non-negotiable</b></p> <p><b>2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT</b></p>	<p><b>Required 2a)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and, blending, segmenting, deleting, and substituting phonemes).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>	
<p>Materials include <a href="#">systematic and explicit instruction</a> in phonological awareness,</p>	<p><b>Required 2b)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
<p>phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required 2c)</b> Materials provide multiple opportunities and practice for students to master <b>high-frequency</b> words both in and out of context based on student need.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>	
	<p><b>Required 2d)</b> Resources and/or texts provide ample <b>practice</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>	
	<p><b>Required 2e)</b> Materials include varied and frequent opportunities for students to engage in supported practice to gain reading <b>fluency</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>	
<p><b>Non-negotiable 3. USABILITY AND SUPPORT:</b></p> <p>Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required 3a)</b> Materials provide clear, extensive <b>guidance and support</b> for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need and clearly communicate information about recommended intensity, intervention group size, and time requirements (e.g., 20 minutes a day, 4 days a week).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>	
	<p><b>Required 3b)</b> Materials support a <b>high level of student and teacher interaction</b>. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>	
<p><b>SECTION II: ADDITIONAL CRITERION OF SUPERIOR QUALITY</b></p>				



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
<p><b>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</b></p> <p>Materials are easy to use and well organized. Materials provide regular opportunities for students to receive feedback and set instructional goals. Materials enhance student engagement and learning through multimodal/multisensory resources and provide a wide variety of resources/texts.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required 4a)</b> Materials include a <b>wide variety</b> of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>	
	<p><b>Required 4b)</b> Materials provide a variety of <b>multimodal/multisensory</b> resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>	
	<p><b>Required 4c)</b> Materials include regular opportunities and tools for students to receive immediate <b>feedback</b> on and track their progress toward proficiency and/or understanding.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>	
	<p><b>Required 4d)</b> Materials are <b>easy to use and well organized</b> for teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials contain ample and useful annotations and suggestions to support implementation.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>	
<p><b>SECTION III: ADDITIONAL INFORMATION</b>  <b>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</b></p>				
<p><b>5. ADDITIONAL INFORMATION</b></p> <p>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</p>	<p><b>5a)</b> Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>	
	<p><b>5b)</b> Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria was not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	Publisher's Response
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a "Yes" for all Non-negotiable Criteria and a "Yes" for the Additional Criterion of Superior Quality. <i>Tier 2 ratings</i> receive a "Yes" for all Non-negotiable Criteria, but a "No" for the Additional Criterion of Superior Quality. <i>Tier 3 ratings</i> receive a "No" for at least one of the Non-negotiable Criteria.				
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
<b>I. Non-negotiable Criteria of Superior Quality</b>	1. Program Design	<b>No</b>	Materials and instructional approaches support the rubric definition for intensive reading interventions; however, intensive instruction cannot be reasonably implemented within school hours. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency.	Click or tap here to enter text.
	2. Instructional Design	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria was not met.	
	3. Usability and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria was not met.	
<b>II. Additional Criterion of Superior Quality</b>	4. Additional Indicators of Superior Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria was not met.	
<b>III. Additional Information</b>	5. Additional Information	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria was not met.	
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>				

Appendix II.

Public Comments

There were no public comments submitted.