

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: **SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)**

Publisher: **Center for the Collaborative Classroom (CCC)**

Grade: **3-8**

Copyright: **2018**

Overall Rating: **Tier II, Approaching quality**

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

| STRONG | WEAK |
|---|---|
| 1. Program Design (Non-negotiable) | 4. Additional Criterion of Superior Quality |
| 2. Instructional Design (Non-negotiable) | |
| 3. Usability and Support (Non-negotiable) | |

Scoring Guidance¹:

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**² 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** Criteria 1 for the review to continue to **Non-negotiable** Criteria 2 and 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.

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.

¹The 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.

² **Required Indicators of Superior Quality** are labeled “**Required**” and shaded yellow.

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| Section I: Non-negotiable Criteria of Superior Quality Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II. | | | |
| <p>Non-negotiable 1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN</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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>Required 1a) Materials and instructional approaches support the rubric definition for intensive reading intervention. Intensive instruction can be reasonably implemented within school hours.</p> | <p>Yes</p> | <p>The materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. The materials promotes student mastery and the Teacher’s Manual includes periodic assessments that inform instruction. New material is introduced gradually, with regular and systematic review and application. Short daily lessons that last 20 to 30 minutes include the following components: phonological awareness, phonics and decodable words, polysyllabic words, sight words, guided spelling, reading, and fluency practice.</p> |
| | <p>Required 1b) Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction. Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students.</p> | <p>Yes</p> | <p>The materials provide a diagnostic measure to identify gaps in foundational reading skills, guidance for the usage of the diagnostic measure, and regular systematic progress monitoring opportunities. An informal assessment is used for initial student placement within the different levels of the program. Methods of assessment used are unbiased and accessible to all students. The assessments measure student’s ability to read decodable single-syllable words, sight words, high-frequency syllables, and polysyllabic words. Mastery tests occur after every five lessons, which cover phonics patterns and sight words that have been taught and reviewed in previous lessons. In addition, instructional Self-Checks that are</p> |

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| | | | included after some lessons informally assess student progress. |
| <p>Non-negotiable 2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT</p> <p>Materials include systematic and explicit instruction in phonological awareness, phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>Required 2a) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and, blending, segmenting, deleting, and substituting phonemes).</p> | <p>Yes</p> | <p>The 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>Materials are teacher-directed, with routines for teaching phonological awareness. Phonological awareness tasks and routines increase in complexity as students progress. The routines include modeling, teacher-student dialogue, group practice, and correction procedures. The activities include oral blending of words, syllables, onsets and rimes, and phonemes. They also include oral segmenting of syllables, beginning, middle, and end sounds, onsets and rimes. The materials have students recognize and produce rhyming words and add and substitute phonemes.</p> <p>For example, in SIPPS Beginning Level, Lesson 8, students are asked to identify the middle sound of a set of words. The teacher edition states, “Listen for the middle sound. Say _____. Sound _____. Middle sound?” Word lists for students are used to practice orally with the teacher. Correction directions are given in the teacher edition which states, “Model the correct response by saying the sounds in sequence and the correct middle sound, using visual cue as a guide.”</p> |

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| | | | <p>Videos are used to demonstrate instructional methods for teacher review. Phonological awareness activities use visual cues that represent different units of sound. Word parts with more than one sound, such as rimes, are represented with boxes, while sounds (phonemes) are represented with blanks.</p> |
| | <p>Required 2b) Materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p> | <p>Yes</p> | <p>The materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p> <p>The lesson outline for each day includes phonics and decodable words, including an introduction of a letter sound relationship, a review of a previously-introduced skill, and a mixed list of words to read. Students write sound and spelling patterns in daily instructive guided spelling and sentence dictation. When learning spelling-sound relationships, the instruction includes modeling, guided practice, attention to how the sounds are made, and ways to remember their spellings. Routines are provided to teach students new sounds and help them review past sounds.</p> <p>Short daily reviews help students master and remember spelling-sound relationships. A second list of words is provided to slow the pace at which new sounds are introduced by repeating lessons for those students whose</p> |

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| | | | <p>accuracy is less than 80 percent.</p> <p>In each lesson, students read a list of high-frequency decodable words that include the sounds introduced. Two possible routines are available - one for students who have strong blending skills and attend to all parts of a word and one for students who are poor decoders and over-rely on first and last consonants. For example, Lesson 4 includes vowel and consonant recognition where the teacher presents five vowels and writes a predetermined list of letters on the board. Students then identify vowels and consonants. The teacher then focuses on the short vowel sounds. In Lesson 16, the teacher reads a new sentence and points out the reading sound and the spelling pattern of the sound of specific words. The teacher then connects them to words ending in <i>e</i>, <i>ee</i>, and <i>ea</i>.</p> <p>Explicit teacher guidance is provided. For example, in the SIPPS Beginning Level 22, students are blending words that start with stop sounds. The teacher edition explains that these blends are more difficult for students to master and states, “One way to scaffold blending words like tan is for you to say the first two sounds separately (“/t/ /ăă/”) and then blend them together to make a syllable that is extended (“/tăă/”). You then say “Sound” and have the students say “/tăă/” as you sweep under “t” and hold on “a,” and then have them blend it</p> |

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| | | | <p>continuously with the last sound as you move to it. For tan, the sequence would be: “/t/ /ää/,/tää/. Sound.” (Students: “/täänn/.”) “Again.” (Students: “/täänn/.”) “Read.” hits: When blending a decodable word with an inflection, cover the inflection and have the students sound out and read the base word. Uncover the s and have the students say the sound of the inflection and then read the entire word. As necessary, provide the same support when the students are reading hits in Story 22. has, his: Before the students blend words where the s sounds like /zz/, say “Careful.” Point to s. Say “In this word, the sound of s is /zz/.” Provide the same support when the students are reading has in the story.”</p> <p>Corrections for the mixed lists guide the students to the correct answer in a manner that reduces the chances that they’ll make the same error on similar words. For example, in the Final-e Correction, students are walked through each step of the generalization (“Is there an e at the end?” Pointing to the first vowel: “Long or short?” “Sound.” “Read.”). There are seven correction routines (in addition to the Blending Corrections) that apply to seven different kinds of errors students make. Correction routines are introduced gradually throughout the lessons as the students learn more spellings. There are videos included that demonstrate methods and routines for the teacher.</p> |

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| | <p>Required 2c) Materials provide multiple opportunities and practice for students to master high-frequency and/or irregular words based on student need.</p> | <p>Yes</p> | <p>Materials provide multiple opportunities and practice for students to master high-frequency and/or irregular words based on student need. For example, in SIPPS Beginning Level, Lesson 1A, students are introduced to the sight word <i>see</i>. A video presents the word <i>see</i> in a sentence, “I see the pencil.” The word <i>see</i> is underlined and a drawing of a hand points to each word. It then points out and repeats the word <i>see</i>. The video then presents a flashcard with the word <i>see</i> and an arrow underlining the letters, indicating directionality. The video then says the word <i>see</i> while moving the finger under the letters from left to right. The choral routine is completed: “Read (<i>see</i>).” “Spell (<i>s-e-e</i>).” “Read (<i>see</i>).” “Spell (<i>s-e-e</i>).” “Read (<i>see</i>).” Lesson 5 includes Stories without Decodable Words: I see.</p> <p>In Lesson 16 of SIPPS Extension Level, students are introduced to the sight words <i>gone</i>, <i>few</i>, and <i>sure</i>. The sight words are utilized in sentences and the sight word routine is completed, providing practice with reading from left to right, utilizing a finger sweep under each word. Students then complete a review of 15-20 words from previous lessons.</p> <p>The sight-word routine, in which each word is read and spelled chorally, encourages students to focus on unusual letter patterns. Routines have teachers show the word in context of a sentence, and then have</p> |

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| | | | <p>students read the word, spell it, and then read, spell, and read again. Short daily reviews of 20-25 words help students master and remember sight words. Teachers are instructed to include words based on student need and change words often.</p> <p>Sight words are also included in instructive sentence dictation, providing students an opportunity to write the words. As the lessons progress, so do the complexity of the sight words and spelling patterns within the guided spelling lists.</p> <p>Videos are included that demonstrate methods and routines for the teacher. The Sight Words Index, included in Appendix H of SIPPS Plus and SIPPS Challenge, provides an alphabetical resource that lists all sight words and the lesson where it may be found. In SIPPS Beginning, the information is found in the Scope and Sequence, Appendix F. In SIPPS Challenge, the information is found in the Scope and Sequence, Appendix H.</p> |
| | <p>Required 2d) 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>Yes</p> | <p>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>The lesson outline for each day includes reading a selection. The decodable readers are connected to the foundational skills being</p> |

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| | | | <p>introduced. Teachers follow routines that have students read chorally, quietly aloud, and silently. In each lesson, Decoding Support provides suggestions for helping the students with words that may be difficult to decode or comprehend.</p> <p>While students read, the teacher circulates, listens to individuals, and provides support as needed. The teacher is provided with suggestions for how to support students such as, “When your students don’t know a sight word or other word that isn’t decodable, just tell them the word, have them reread it, and then go back to the beginning of the sentence. When the students have difficulty blending decodable words, model the blending procedure, making sure that you hold continuous sounds and don’t stop or pause between sounds, and then have the students reread the word. Then go back to the beginning of the sentence.” For example, Lesson 1 includes a text for students to practice reading and decoding words. Students read chorally pausing at the end of each sentence to give non-fluent readers a chance to pause and sound out words. Then they practice reading independently. Lesson 15 includes another chapter of a story began in a previous lesson for decodable practice. After students read, the teacher uses comprehension questions to check for understanding.</p> |
| | Required | Yes | The materials include varied and frequent opportunities for students to engage in |

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| | <p>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.</p> | | <p>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. The 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.</p> <p>In each SIPPS Plus lesson, the students practice reading decodable selections with teacher monitoring. Students engage in two kinds of reading practice in SIPPS Plus: Fluency Practice or Individualized Daily Reading. During Fluency Practice students read quietly aloud to themselves. In Lesson 31, and during the lessons that follow, some students will become automatic in their recognition of most single-syllable words and will be ready for Individualized Daily Reading (IDR), in which they read silently with a greater emphasis on comprehension. Teachers are provided with guidance to support students as they confirm or self-correct errors, such as “When a student misses a sight word, simply say the word. When a student misses a decodable word, encourage the student to sound out all parts of the word.” Fluency record sheets are provided for teachers to record each student’s progress in accuracy, rate, and comprehension. Teachers are provided with</p> |

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| | | | <p>directions for how to use the fluency record sheets and reading rates to make instructional decisions. Reading practice time gradually increases from 5-10 minutes in Lessons 1-30 to 30 minutes daily in Lessons 31-55.</p> <p>According to Lesson 26 from the SIPPS Plus Teacher’s Manual, guidance is provided to assist teachers in moving students to automaticity and high rates of accuracy. For example, “For 20 minutes, have the students read the day’s selection quietly aloud to themselves twice, followed by the previous selections. Individually monitor your students as they read. Assess each student’s accuracy at least once a week on a 25- to 50-word passage from the selection the student is reading. On a self-stick note, tally the errors and note the number of words read. Later, calculate the student’s accuracy as a percentage: divide the number of correct words by total words read and then multiply by 100 to get the percentage correct. If a student’s accuracy is below 95 percent, assess his accuracy again the following day. If it continues below 95 percent, consider having him read earlier selections from <i>Dreams on Wheels</i> during Fluency Practice. Have the students record the date, selection titles, and pages read in their reading logs.” Lesson 27 includes fluency practice and/or independent reading where the students read for at least 30 minutes from their “easy reader” trade books. Over the course of a</p> |

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| | | | <p>week, the teacher should conduct one 1-minute accuracy and rate check for each student and record the results on the fluency record sheet.</p> |
| <p>Non-negotiable 3. USABILITY AND SUPPORT:</p> <p>Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>Required 3a) Materials provide clear, extensive guidance and support 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>Yes</p> | <p>The materials provide clear, extensive guidance and support 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.</p> <p>In the introduction from the SIPPS Plus Teacher’s Manual, students are to be grouped according to their decoding-strategy needs. An assessment for appropriate initial placement is included in Appendix C, “SIPPS Assessment and Placement: 4–12.” Alternative “B” word lists for each lesson allow lessons to be repeated, if necessary. The entire program can be taught in as few as 55 instructional sessions, or as many as 110, depending upon student learning pace. Short daily lessons last 20–30 minutes (not including teacher-monitored Fluency Practice/Individualized Daily Reading). SIPPS Plus is most effective when taught to small groups of students placed together on the basis of similar assessment results. Following any mastery test, students may be regrouped according to their current level. Videos are included for reference for each teaching strategy discussed within the lessons.</p> |

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| | <p>Required 3b) Materials support a high level of student and teacher interaction. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.</p> | <p>Yes</p> | <p>The materials support a high level of student and teacher interaction. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.</p> <p>Materials provide teacher-directed lessons, with repeated routines such as modeling, teacher-student dialogue, choral reading, group practice, visual cues, and correction procedures. Embedded technology exists for teacher support, including a 2D barcode tool that allows teachers to use a smartphone or electronic tablet to access an animated example showing hand motions and timing. Step by step illustrations and verbiage for each routine is provided in the appendix.</p> |
| <p>Section II: Additional Criterion of Superior Quality</p> | | | |
| <p>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</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>Required 4a) Materials include a wide variety of prose, poetry, and informational resources and texts that are engaging, content-rich, and age-appropriate for the targeted grade band.</p> | <p>Yes</p> | <p>Materials include a wide variety of prose, poetry, and informational resources and texts that are engaging, content-rich, and age-appropriate for the targeted grade band. Provided reading materials for Beginning Level consist of fiction, Extension Level includes a mix of fiction and nonfiction, while the text provided with Plus emphasizes nonfiction. The materials include texts that are age-appropriate and engaging.</p> <p>Texts cover a wide range of topics and many genres are represented. The SIPPS Plus Program has an additional set of texts “Dreams on Wheels” that are specifically geared to older students. There are several</p> |

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| <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | | <p>non-fiction texts as well as realistic fiction texts about families from various backgrounds like “My Fine Kids,” about a grandmother and her family, “In the States” told from the perspective of a family of immigrants, and “The Dog Guide” about a man who is blind who has a guide dog.</p> |
| | <p>Required 4b) Materials provide multimodal/multisensory resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).</p> | <p>Yes</p> | <p>Materials provide multimodal/multisensory resources and techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).</p> <p>Routines are multimodal with visual-auditory-vocal links stressed in all lessons. If students have difficulty with a particular skill, embedded optional supports are included. Students are asked to hear, read, write, and speak in response to various prompts throughout all lessons. Word cards are used to assist with learning sight words.</p> <p>The Multisensory Instruction for SIPPS handbook provides additional multisensory techniques. The handbook provides variations that can be readily added to the original SIPPS routines. These enhancement options allow teachers to adapt instruction to include simultaneous activation of learning modalities that incorporate physical movement and tactile sensations.</p> |
| | <p>Required 4c) Materials include regular opportunities and tools for students to receive feedback on and track their</p> | <p>No</p> | <p>Materials do not include regular opportunities and tools for students to receive feedback on and track their progress</p> |

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| | <p>progress toward proficiency and/or understanding. Materials include goal tracking tools with directions on their use. There is a process for setting individual student goals. Feedback comes from the teacher, peers, and/or student self-assessment or reflection.</p> | | <p>toward proficiency and/or understanding. Materials do not include goal tracking tools with directions on their use. There is not a process for setting individual student goals.</p> <p>Assessment opportunities are present for teacher use when implementing the curriculum. However, the opportunity for student focused feedback is provided inconsistently after the lessons. For example, Instructional Self-Checks are included after some lessons to informally assess students' progress. This can be found in the "Assessment and Placement" section of the "Introduction" within the Digital Teacher Resource. In addition, the materials do not include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding.</p> |
| | <p>Required 4d) Materials are easy to use and well organized 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>Yes</p> | <p>Materials are easy to use and well organized 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>Teacher's Manuals are in both print and digital formats. Lessons give ample annotations and suggestions for teacher support. The Beginning Level is comprised of 55 lessons (all lessons include two word lists for reteaching). The Extension Level is comprised of 15 review lessons and 40 lessons (all lessons include two word lists for</p> |

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| | | | <p>reteaching). The Plus is comprised of 55 lessons (all lessons include two word lists for reteaching). Finally, the Challenge Level is comprised of 75 lessons, with three word lists available for each lesson that are appropriate for varying vocabulary levels).</p> <p>The lesson plans follow the same format throughout the units. There are student facing materials available, and the teacher resource videos are explanatory with step-by-step directions on how to implement the instructional strategies. The materials are organized logically, with hyperlinks to student-facing materials. Appendix A (Routines) provides specific and detailed scripts for each routine. When new routines are introduced, the actual lesson includes specific and detailed instructions. For example, Lesson 1 has a script for each routine that will be used. The Learning Hub contains the learning resources for all levels of SIPPS: Beginning, Extension, Challenge, and Plus. The materials for each level are accessed by clicking on the cover for each book and accessing the Digital Teacher’s Manual, student materials, assessment masters, video links for lessons, and lesson materials.</p> <p>When accessing the Digital Teacher’s Manual, there is a link in the top right corner that will open up a hyperlinked Access list, with links to each section of the manual: Table of Contents, Introduction materials, Lessons,</p> |

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| | | | <p>and Appendices. Materials also include sound cards, sight word cards, sight word wall cards, spelling-sound wall cards, story poster for each lesson, sets of little books for student practice reading, book of reproducible stories for take-home reading (repeating the little books text), dvd-rom with video examples of all the routines, and a cd-rom containing all the reproducible pages and all the presentation materials (printable versions of the items you would usually write on the board). In addition, some reproducible pages are also provided in the appendices to the Teacher’s Manual.</p> <p>Consumable student materials are not available. Student facing materials are provided as blackline masters and teachers would need to make copies to prepare for daily lessons.</p> |
| <p>FINAL EVALUATION <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.</p> | | | |
| <p>Compile the results for Sections I and II to make a final decision for the material under review.</p> | | | |
| Section | Criteria | Yes/No | Final Justification/Comments |
| <p>I. Non-negotiable Criteria of Superior Quality</p> | <p>1. Program Design</p> | <p>Yes</p> | <p>The materials and instructional approaches support the rubric definition for intensive reading interventions. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Lessons can be implemented</p> |

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| | | | within school hours and include progress monitoring assessments. |
| | 2. Instructional Design | Yes | The materials include systematic and explicit instruction in phonological awareness, phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards. Each lesson includes phonological awareness, phonics and fluency practice. Complexity gradually increases throughout the program. |
| | 3. Usability and Support | Yes | The materials provide guidance and support for program implementation and a high level of student and teacher interaction. Lessons, videos, and alternative lists/lessons guide teachers in implementing intensive reading interventions. |
| II. Additional Criterion of Superior Quality | 4. Additional Indicators of Superior Quality | No | The materials are easy to use, well organized, and enhance student engagement and learning through multimodal/multisensory resources. Materials also include a variety of text types and genres. However, materials do not provide regular opportunities for students to receive feedback on and track progress toward their proficiency. |
| FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u> | | | |

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 [2019-2020 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Ascension, Beauregard, Bossier, Caddo, Calcasieu, Caldwell, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, Jefferson, Jefferson Davis, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Livingston, LSU Lab School, Orleans, Orleans/Lusher Charter School, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, RSD Choice Foundation, St. John the Baptist, St. Charles, St. James, St. Landry, St. Mary, St. Tammany, Tangipahoa, Vermillion, Vernon, West Baton Rouge, West Feliciana, and Zachary. This review represents the work of current classroom teachers with experience in 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: **SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)**

Publisher: **Center for the Collaborative Classroom (CCC)** Grade: **3-8** Copyright: **2018**

Overall Rating: **Tier II, Approaching quality**

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

| STRONG | WEAK |
|---|---|
| 1. Program Design (Non-negotiable) | 4. Additional Criterion of Superior Quality |
| 2. Instructional Design (Non-negotiable) | |
| 3. Usability and Support (Non-negotiable) | |

Scoring Guidance¹:

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**² 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** Criteria 1 for the review to continue to **Non-negotiable** Criteria 2 and 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.

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.

¹The 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.

² **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 RESPONSE |
|--|--|------------------------|---|--------------------|
| Section I: Non-negotiable Criteria of Superior Quality Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II. | | | | |
| <p>Non-negotiable 1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN</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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>Required 1a) Materials and instructional approaches support the rubric definition for intensive reading intervention. Intensive instruction can be reasonably implemented within school hours.</p> | <p>Yes</p> | <p>The materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. The materials promote student mastery and the Teacher’s Manual includes periodic assessments that inform instruction. New material is introduced gradually, with regular and systematic review and application. Short daily lessons that last 20 to 30 minutes include the following components: phonological awareness, phonics and decodable words, polysyllabic words, sight words, guided spelling, reading, and fluency practice.</p> | |
| | <p>Required 1b) Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction. Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students.</p> | <p>Yes</p> | <p>The materials provide a diagnostic measure to identify gaps in foundational reading skills, guidance for the usage of the diagnostic measure, and regular systematic progress monitoring opportunities. An informal assessment is used for initial student placement within the different levels of the program. Methods of assessment used are unbiased and accessible to all students. The assessments measure student’s ability to read decodable single-syllable words, sight words, high-frequency syllables, and polysyllabic words. Mastery tests occur after every five lessons, which cover phonics patterns and sight words that have been taught and reviewed in previous lessons. In</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | | | <p>addition, instructional Self-Checks that are included after some lessons informally assess student progress.</p> | |
| <p>Non-negotiable 2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT</p> <p>Materials include systematic and explicit instruction in phonological awareness, phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>Required 2a) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and, blending, segmenting, deleting, and substituting phonemes).</p> | <p>Yes</p> | <p>The 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>Materials are teacher-directed, with routines for teaching phonological awareness. Phonological awareness tasks and routines increase in complexity as students progress. The routines include modeling, teacher-student dialogue, group practice, and correction procedures. The activities include oral blending of words, syllables, onsets and rimes, and phonemes. They also include oral segmenting of syllables, beginning, middle, and end sounds, onsets and rimes. The materials have students recognize and produce rhyming words and add and substitute phonemes.</p> <p>For example, in SIPPS Beginning Level, Lesson 8, students are asked to identify the middle sound of a set of words. The teacher edition states, "Listen for the middle sound. Say _____. Sound _____. Middle sound?" Word lists for students are used to practice orally with the teacher. Correction directions are given in the teacher edition which states, "Model the correct response by saying the sounds in</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | | | <p>sequence and the correct middle sound, using visual cue as a guide.”</p> <p>Videos are used to demonstrate instructional methods for teacher review. Phonological awareness activities use visual cues that represent different units of sound. Word parts with more than one sound, such as rimes, are represented with boxes, while sounds (phonemes) are represented with blanks.</p> | |
| | <p>Required 2b) Materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p> | <p>Yes</p> | <p>The materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p> <p>The lesson outline for each day includes phonics and decodable words, including an introduction of a letter sound relationship, a review of a previously-introduced skill, and a mixed list of words to read. Students write sound and spelling patterns in daily instructive guided spelling and sentence dictation. When learning spelling-sound relationships, the instruction includes modeling, guided practice, attention to how the sounds are made, and ways to remember their spellings. Routines are provided to teach students new sounds and help them review past sounds.</p> <p>Short daily reviews help students master and remember spelling-sound relationships. A</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | | | <p>second list of words is provided to slow the pace at which new sounds are introduced by repeating lessons for those students whose accuracy is less than 80 percent.</p> <p>In each lesson, students read a list of high-frequency decodable words that include the sounds introduced. Two possible routines are available - one for students who have strong blending skills and attend to all parts of a word and one for students who are poor decoders and over-rely on first and last consonants. For example, Lesson 4 includes vowel and consonant recognition where the teacher presents five vowels and writes a predetermined list of letters on the board. Students then identify vowels and consonants. The teacher then focuses on the short vowel sounds. In Lesson 16, the teacher reads a new sentence and points out the reading sound and the spelling pattern of the sound of specific words. The teacher then connects them to words ending in <i>e</i>, <i>ee</i>, and <i>ea</i>.</p> <p>Explicit teacher guidance is provided. For example, in the SIPPS Beginning Level 22, students are blending words that start with stop sounds. The teacher edition explains that these blends are more difficult for students to master and states, "One way to scaffold blending words like tan is for you to say the first two sounds separately ("/t/ /ăă/") and then blend them together to make</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | | | <p>a syllable that is extended (“/tää/”). You then say “Sound” and have the students say “/tää/” as you sweep under “t” and hold on “a,” and then have them blend it continuously with the last sound as you move to it. For tan, the sequence would be: “/t/ /ää/,/tää/. Sound.” (Students: “/täänn/.”) “Again.” (Students: “/täänn/.”) “Read.” hits: When blending a decodable word with an inflection, cover the inflection and have the students sound out and read the base word. Uncover the s and have the students say the sound of the inflection and then read the entire word. As necessary, provide the same support when the students are reading hits in Story 22. has, his: Before the students blend words where the s sounds like /zz/, say “Careful.” Point to s. Say “In this word, the sound of s is /zz/.” Provide the same support when the students are reading has in the story.”</p> <p>Corrections for the mixed lists guide the students to the correct answer in a manner that reduces the chances that they’ll make the same error on similar words. For example, in the Final-e Correction, students are walked through each step of the generalization (“Is there an e at the end?” Pointing to the first vowel: “Long or short?” “Sound.” “Read.”). There are seven correction routines (in addition to the Blending Corrections) that apply to seven different kinds of errors students make.</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | | | <p>Correction routines are introduced gradually throughout the lessons as the students learn more spellings. There are videos included that demonstrate methods and routines for the teacher.</p> | |
| | <p>Required 2c) Materials provide multiple opportunities and practice for students to master high-frequency and/or irregular words based on student need.</p> | <p>Yes</p> | <p>Materials provide multiple opportunities and practice for students to master high-frequency and/or irregular words based on student need. For example, in SIPPS Beginning Level, Lesson 1A, students are introduced to the sight word <i>see</i>. A video presents the word <i>see</i> in a sentence, "I see the pencil." The word <i>see</i> is underlined and a drawing of a hand points to each word. It then points out and repeats the word <i>see</i>. The video then presents a flashcard with the word <i>see</i> and an arrow underlining the letters, indicating directionality. The video then says the word <i>see</i> while moving the finger under the letters from left to right. The choral routine is completed: "Read (<i>see</i>)." "Spell (<i>s-e-e</i>)." "Read (<i>see</i>)." "Spell (<i>s-e-e</i>)." "Read (<i>see</i>)." Lesson 5 includes Stories without Decodable Words: I see.</p> <p>In Lesson 16 of SIPPS Extension Level, students are introduced to the sight words <i>gone</i>, <i>few</i>, and <i>sure</i>. The sight words are utilized in sentences and the sight word routine is completed, providing practice with reading from left to right, utilizing a finger sweep under each word. Students then complete a review of 15-20 words from previous lessons.</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | | | <p>The sight-word routine, in which each word is read and spelled chorally, encourages students to focus on unusual letter patterns. Routines have teachers show the word in context of a sentence, and then have students read the word, spell it, and then read, spell, and read again. Short daily reviews of 20-25 words help students master and remember sight words. Teachers are instructed to include words based on student need and change words often.</p> <p>Sight words are also included in instructive sentence dictation, providing students an opportunity to write the words. As the lessons progress, so do the complexity of the sight words and spelling patterns within the guided spelling lists.</p> <p>Videos are included that demonstrate methods and routines for the teacher. The Sight Words Index, included in Appendix H of SIPPS Plus and SIPPS Challenge, provides an alphabetical resource that lists all sight words and the lesson where it may be found. In SIPPS Beginning, the information is found in the Scope and Sequence, Appendix F. In SIPPS Challenge, the information is found in the Scope and Sequence, Appendix H.</p> | |
| | <p>Required 2d) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and</p> | <p>Yes</p> | <p>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</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | <p>frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> | | <p>reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>The lesson outline for each day includes reading a selection. The decodable readers are connected to the foundational skills being introduced. Teachers follow routines that have students read chorally, quietly aloud, and silently. In each lesson, Decoding Support provides suggestions for helping the students with words that may be difficult to decode or comprehend.</p> <p>While students read, the teacher circulates, listens to individuals, and provides support as needed. The teacher is provided with suggestions for how to support students such as, “When your students don’t know a sight word or other word that isn’t decodable, just tell them the word, have them reread it, and then go back to the beginning of the sentence. When the students have difficulty blending decodable words, model the blending procedure, making sure that you hold continuous sounds and don’t stop or pause between sounds, and then have the students reread the word. Then go back to the beginning of the sentence.” For example, Lesson 1 includes a text for students to practice reading and decoding words. Students read chorally pausing at the end of each sentence to give non-fluent readers a chance to pause and sound out words. Then</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | | | <p>they practice reading independently. Lesson 15 includes another chapter of a story began in a previous lesson for decodable practice. After students read, the teacher uses comprehension questions to check for understanding.</p> | |
| | <p>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.</p> | <p>Yes</p> | <p>The 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. The 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.</p> <p>In each SIPPS Plus lesson, the students practice reading decodable selections with teacher monitoring. Students engage in two kinds of reading practice in SIPPS Plus: Fluency Practice or Individualized Daily Reading. During Fluency Practice students read quietly aloud to themselves. In Lesson 31, and during the lessons that follow, some students will become automatic in their recognition of most single-syllable words and will be ready for Individualized Daily Reading (IDR), in which they read silently with a greater emphasis on comprehension. Teachers are provided with guidance to</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | | | <p>support students as they confirm or self-correct errors, such as “When a student misses a sight word, simply say the word. When a student misses a decodable word, encourage the student to sound out all parts of the word.” Fluency record sheets are provided for teachers to record each student’s progress in accuracy, rate, and comprehension. Teachers are provided with directions for how to use the fluency record sheets and reading rates to make instructional decisions. Reading practice time gradually increases from 5-10 minutes in Lessons 1-30 to 30 minutes daily in Lessons 31-55.</p> <p>According to Lesson 26 from the SIPPS Plus Teacher’s Manual, guidance is provided to assist teachers in moving students to automaticity and high rates of accuracy. For example, “For 20 minutes, have the students read the day’s selection quietly aloud to themselves twice, followed by the previous selections. Individually monitor your students as they read. Assess each student’s accuracy at least once a week on a 25- to 50-word passage from the selection the student is reading. On a self-stick note, tally the errors and note the number of words read. Later, calculate the student’s accuracy as a percentage: divide the number of correct words by total words read and then multiply by 100 to get the percentage correct. If a student’s accuracy is below 95 percent,</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | | | <p>assess his accuracy again the following day. If it continues below 95 percent, consider having him read earlier selections from <i>Dreams on Wheels</i> during Fluency Practice. Have the students record the date, selection titles, and pages read in their reading logs.” Lesson 27 includes fluency practice and/or independent reading where the students read for at least 30 minutes from their “easy reader” trade books. Over the course of a week, the teacher should conduct one 1-minute accuracy and rate check for each student and record the results on the fluency record sheet.</p> | |
| <p>Non-negotiable 3. USABILITY AND SUPPORT:</p> <p>Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>Required 3a) Materials provide clear, extensive guidance and support 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>Yes</p> | <p>The materials provide clear, extensive guidance and support 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.</p> <p>In the introduction from the SIPPS Plus Teacher’s Manual, students are to be grouped according to their decoding-strategy needs. An assessment for appropriate initial placement is included in Appendix C, “SIPPS Assessment and Placement: 4–12.” Alternative “B” word lists for each lesson allow lessons to be repeated, if necessary. The entire program can be taught in as few as 55 instructional sessions, or as many as 110, depending upon student learning pace. Short</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | | | <p>daily lessons last 20–30 minutes (not including teacher-monitored Fluency Practice/Individualized Daily Reading). SIPPS Plus is most effective when taught to small groups of students placed together on the basis of similar assessment results. Following any mastery test, students may be regrouped according to their current level. Videos are included for reference for each teaching strategy discussed within the lessons.</p> | |
| | <p>Required 3b) Materials support a high level of student and teacher interaction. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.</p> | <p>Yes</p> | <p>The materials support a high level of student and teacher interaction. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.</p> <p>Materials provide teacher-directed lessons, with repeated routines such as modeling, teacher-student dialogue, choral reading, group practice, visual cues, and correction procedures. Embedded technology exists for teacher support, including a 2D barcode tool that allows teachers to use a smartphone or electronic tablet to access an animated example showing hand motions and timing. Step by step illustrations and verbiage for each routine is provided in the appendix.</p> | |
| Section II: Additional Criterion of Superior Quality | | | | |
| <p>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</p> <p>Materials are easy to use and well</p> | <p>Required 4a) Materials include a wide variety of prose, poetry, and informational resources and texts that are engaging, content-rich, and age-appropriate for the</p> | <p>Yes</p> | <p>Materials include a wide variety of prose, poetry, and informational resources and texts that are engaging, content-rich, and age-appropriate for the targeted grade band. Provided reading materials for Beginning</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| <p>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 checked="" type="checkbox"/> No</p> | <p>targeted grade band.</p> | | <p>Level consist of fiction, Extension Level includes a mix of fiction and nonfiction, while the text provided with Plus emphasizes nonfiction. The materials include texts that are age-appropriate and engaging.</p> <p>Texts cover a wide range of topics and many genres are represented. The SIPPS Plus Program has an additional set of texts “Dreams on Wheels” that are specifically geared to older students. There are several non-fiction texts as well as realistic fiction texts about families from various backgrounds like “My Fine Kids,” about a grandmother and her family, “In the States” told from the perspective of a family of immigrants, and “The Dog Guide” about a man who is blind who has a guide dog.</p> | |
| | <p>Required 4b) Materials provide multimodal/multisensory resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).</p> | <p>Yes</p> | <p>Materials provide multimodal/multisensory resources and techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).</p> <p>Routines are multimodal with visual-auditory-vocal links stressed in all lessons. If students have difficulty with a particular skill, embedded optional supports are included. Students are asked to hear, read, write, and speak in response to various prompts throughout all lessons. Word cards are used to assist with learning sight words.</p> <p>The Multisensory Instruction for SIPPS</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | | | <p>handbook provides additional multisensory techniques. The handbook provides variations that can be readily added to the original SIPPS routines. These enhancement options allow teachers to adapt instruction to include simultaneous activation of learning modalities that incorporate physical movement and tactile sensations.</p> | |
| | <p>Required 4c) Materials include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding. Materials include goal tracking tools with directions on their use. There is a process for setting individual student goals. Feedback comes from the teacher, peers, and/or student self-assessment or reflection.</p> | <p>No</p> | <p>Materials do not include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding. Materials do not include goal tracking tools with directions on their use. There is not a process for setting individual student goals. Feedback does not consistently come from the teacher, peers, and/or student self-assessment or reflection.</p> <p>Assessment opportunities are present for teacher use when implementing the curriculum. However, the opportunity for student focused feedback is provided inconsistently after the lessons. For example, Instructional Self-Checks are included after some lessons to informally assess students' progress. This can be found in the "Assessment and Placement" section of the "Introduction" within the Digital Teacher Resource. In addition, the materials do not include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding.</p> | <p>The SIPPS program design is intended for student mastery, as measured by incremental Mastery Tests. There are correction routines for all error types which support teachers in providing immediate corrective feedback when students respond erroneously.</p> <p>Center for the Collaborative Classroom is working in collaboration with the state department of Louisiana to develop a tool that will support goal tracking and communicating progress with students and their families.</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
|----------|--|------------------------|--|--------------------|
| | <p>Required 4d) Materials are easy to use and well organized 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>Yes</p> | <p>Materials are easy to use and well organized 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>Teacher’s Manuals are in both print and digital formats. Lessons give ample annotations and suggestions for teacher support. The Beginning Level is comprised of 55 lessons (all lessons include two word lists for reteaching). The Extension Level is comprised of 15 review lessons and 40 lessons (all lessons include two word lists for reteaching). The Plus is comprised of 55 lessons (all lessons include two word lists for reteaching). Finally, the Challenge Level is comprised of 75 lessons, with three word lists available for each lesson that are appropriate for varying vocabulary levels).</p> <p>The lesson plans follow the same format throughout the units. There are student facing materials available, and the teacher resource videos are explanatory with step-by-step directions on how to implement the instructional strategies. The materials are organized logically, with hyperlinks to student-facing materials. Appendix A (Routines) provides specific and detailed scripts for each routine. When new routines are introduced, the actual lesson includes specific and detailed instructions. For</p> | |

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|----------|--------------------------------|------------------------|---|--------------------|
| | | | <p>example, Lesson 1 has a script for each routine that will be used. The Learning Hub contains the learning resources for all levels of SIPPS: Beginning, Extension, Challenge, and Plus. The materials for each level are accessed by clicking on the cover for each book and accessing the Digital Teacher’s Manual, student materials, assessment masters, video links for lessons, and lesson materials.</p> <p>When accessing the Digital Teacher’s Manual, there is a link in the top right corner that will open up a hyperlinked Access list, with links to each section of the manual: Table of Contents, Introduction materials, Lessons, and Appendices. Materials also include sound cards, sight word cards, sight word wall cards, spelling-sound wall cards, story poster for each lesson, sets of little books for student practice reading, book of reproducible stories for take-home reading (repeating the little books text), dvd-rom with video examples of all the routines, and a cd-rom containing all the reproducible pages and all the presentation materials (printable versions of the items you would usually write on the board). In addition, some reproducible pages are also provided in the appendices to the Teacher’s Manual.</p> <p>Consumable student materials are not available. Student facing materials are provided as blackline masters and teachers</p> | |

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|--|--------------------------------|------------------------|---|--------------------|
| | | | would need to make copies to prepare for daily lessons. | |
| FINAL EVALUATION <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. | | | | |
| Compile the results for Sections I and II to make a final decision for the material under review. | | | | |
| Section | Criteria | Yes/No | Final Justification/Comments | |
| I. Non-negotiable Criteria of Superior Quality | 1. Program Design | Yes | The materials and instructional approaches support the rubric definition for intensive reading interventions. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Lessons can be implemented within school hours and include progress monitoring assessments. | |
| | 2. Instructional Design | Yes | The materials include systematic and explicit instruction in phonological awareness, phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards. Each lesson includes phonological awareness, phonics and fluency practice. Complexity gradually increases throughout the program. | |
| | 3. Usability and Support | Yes | The materials provide guidance and support for program implementation and a high level of student and teacher interaction. Lessons, videos, and alternative lists/lessons guide teachers in implementing intensive reading | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
|--|--|------------------------|---|--------------------|
| | | | interventions. | |
| II. Additional Criterion of Superior Quality | 4. Additional Indicators of Superior Quality | No | The materials are easy to use, well organized, and enhance student engagement and learning through multimodal/multisensory resources. Materials also include a variety of text types and genres. However, materials do not provide regular opportunities for students to receive feedback on and track progress toward their proficiency. | |
| FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u> | | | | |

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 [2019-2020 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Ascension, Beauregard, Bossier, Caddo, Calcasieu, Caldwell, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, Jefferson, Jefferson Davis, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Livingston, LSU Lab School, Orleans, Orleans/Lusher Charter School, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, RSD Choice Foundation, St. John the Baptist, St. Charles, St. James, St. Landry, St. Mary, St. Tammany, Tangipahoa, Vermillion, Vernon, West Baton Rouge, West Feliciana, and Zachary. This review represents the work of current classroom teachers with experience in grades K-8.

Appendix II.

Public Comments

There were no public comments submitted.