

On June 21, 2022, Louisiana lawmakers signed [Act 517](#) into law to ensure that all textbooks and instructional materials used to teach students to read are high-quality, fully aligned to state content standards, and based on literacy strategies that are scientifically researched with proven results in teaching phonological awareness, letter formation, phonics, decoding, fluency, vocabulary, and comprehension. As part of the Louisiana Department of Education's support for a seamless transition to textbooks and instructional materials that are based on scientifically-researched literacy strategies, the LDOE identified the criteria and indicators used to review instructional materials that were impacted as a result of this legislation.

Title: **SIPPS**

Grades: **3-8**

Publisher: **Center for the Collaborative Classroom**

Copyright: **2020**

Overall Rating: **Tier 1, Exemplifies quality** ▾

This [Foundations of Reading Intensive Intervention](#) review has been examined for the following changes in alignment resulting from [Act 517](#):

- Instructional materials and embedded assessments do not require or encourage the three-cueing system model of reading (students gaining meaning from print through Semantic, Syntactic, or Grapho-phonetic cues) in reading instruction;
- Instructional materials and embedded assessments do not require or encourage visual memory as the primary basis for word recognition; and/or
- Instructional materials and embedded assessments do not require or encourage MSV (Meaning, Structure, and Visual) cues in reading instruction.

This review **remains a Tier 1 rating.** ▾ As a result of these changes, the following chart identifies the potential impact of Act 517 on specific elements of the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when selecting and using instructional materials.

Non-Negotiable			
CRITERION 1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN			
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.			
INDICATOR	What does the current review say?	Do the materials align with expectations of Act 517?	What is the impact on this review?
Required 1b) Materials include tools to evaluate foundational reading skills in the areas of	Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Foundational reading skills are	<input checked="" type="checkbox"/> Does not use three-cue... ▾ <input checked="" type="checkbox"/> Does not use visual me... ▾	Materials meet the requirements of Act 517 and remain a Tier 1 rating.

<p>phonological awareness, phonics, and fluency.</p> <p>Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction.</p> <p>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>assessed and monitored by placing students in flexible groups that meet the needs of each student. Program diagnostic and progress monitoring tools are used to determine student placement within materials and to inform instruction. For example, the SIPPS assessment for the Beginning Level provides information for placing students within the different levels of the program. Placements include the SIPPS Beginning Level, SIPPS Extension Level, SIPPS Plus Level, and SIPPS Challenge Level. Mastery Tests are given every five to ten lessons. These tests assess phonological awareness skills, spelling sounds, and sight words. Materials also regularly and systematically offer assessment opportunities that measure student progress. Progress tracking checklists are designed to be given after each mastery test. Per the Extension Level SIPPS Teacher Manual, self-checks are included at the end of lessons to help informally assess progress and address areas of difficulty. In the fluency section of the lessons, teachers are directed to keep track of fluency and accuracy rates at least once weekly on each child's Fluency Record sheet. Once fluency is recorded, materials offer guidance for interpreting accuracy. Teachers use student Fluency</p>	<p><input checked="" type="checkbox"/> Does not use MSV ▾</p>	
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	<p>Sheets to convert ratios to percentages “by dividing the number of correct words by the total number of words and multiplying by 100,” resulting in each students’ reading accuracy score. Using the identified percentage score, the teacher uses the Interpreting Accuracy chart provided to determine the student’s reading level as one of the following: independent, instructional, borderline, or frustration level. The reading level and number of instructional minutes required daily are determined by the student’s established reading level.</p>		
<p>Non-Negotiable CRITERION 2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT 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>			
INDICATOR	What does the current review say?	Do the materials align with expectations of Act 517?	What is the impact on this review?
<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>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. Each lesson of the SIPPS Beginning, Extension, and Plus Levels includes phonics instruction. Examples of systematic and explicit phonics instruction are observed at each level. Students progress through the lesson by reading sentences with</p>	<p> <input checked="" type="checkbox"/> Does not use three-cue... <input checked="" type="checkbox"/> Does not use visual me... <input checked="" type="checkbox"/> Does not use MSV </p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>

	<p>high-frequency words learned in the SIPPS Beginning Level and reviewed in Lessons 1-15 of this level and by encoding specific words from the lesson. At the end of the lesson, students practice reading the decodable text, “The Helping Dog, Chapter 1: Ron and Lab.” The Extension Level, Lessons 6-10, focus on final-e. Students read words with short vowel sounds and then add the final-e to identify the new long vowel sound and read the new word. Lesson 6A words include: mad, hop, and us. Students add final-e to make the new words: made, hope, and use. Students use their knowledge of final-e to write sentences containing words with final-e. Students then read the first chapter of “Birds That Can’t Fly,” focusing on spelling patterns discussed in the day’s lesson and previous lessons. Lesson 32, Challenge Level, includes phonics instruction where students are introduced to spelling sound relationships (igh), syllable types (might, hoot, growth, trite), morphemic transformations (discuss, discusses, discussing, discussed, discussion), sight syllables (-sion, cir, quad, circ), reading by syllables, reading entire words, and guided spelling. For example, in the Reading by Syllables section of the lesson, students are instructed to follow SIPPS</p>		
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	<p>Level in which the materials provide students the opportunity to engage with the multilevel program to develop word recognition strategies and skills that enable students to become independent readers. The SIPPS Beginning Level, Lesson 11, lists 14 activities for explicit phonics instruction. Students blend phonemes; segment phonemes; blend decodable words; practice sight words; dictate sounds, sight words and sentences; and read a story without decodable words. Explicit phonics instruction is observed in the SIPPS Extension Level, Lesson 1, in which students blend phonemes, review spelling relationships, review consonant blends, and practice decoding sight a four-step process for reading multisyllabic words. In Step 1, students write the first syllable and then read the first syllable. In Step 2, students write the second syllable and then read the second syllable. In Step 3, students continue this process for all syllables. In Step 4, students read the whole word. The exercise includes the following words: lightning, discussion, wonderfully, introduction, careful, and ordinary. Students also participate in a Guided Spelling activity in which the teacher dictates a word and then breaks the word into syllables, and students</p>		
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<p>Required 2c) Materials provide multiple opportunities and practice for students to master high-frequency words both in and out of context based on student need.</p>	<p>write the words.</p> <p>Materials provide multiple opportunities and practice for students to master high-frequency irregular words both in and out of context based on student need. The lessons in the SIPPS program include high-frequency word practice. The SIPPS Beginner Level, Lesson 10, includes rereading a story, phonological awareness, phonics and decodable words, sight words, reading a story, guided spelling and segmentation, and fluency practice. In this lesson, the sight word practice includes: see, I, can, the, you, we, me, and, is, on, and yes. Lessons 10-55 include practice for students to read high-frequency words by sight. Lesson 20 introduces the sight word was. Lesson 25 introduces the sight word my. Lesson 53 introduces words give and live. With each new lesson, new sight words are introduced while reviewing 15-20 previously taught words. The SIPPS Extension Level Lessons 16-40 provide the opportunity for students to recognize and read grade-appropriate irregularly spelled words. Content introduced within Lessons 16-40 include: long-vowel digraphs (ee, ea, ai_, and ay), other vowel digraphs (oo and ou), r-controlled vowels (er and ar), y at the end of the word, wr, kn, ph, c(e), c(i), c(y), and two-syllable</p>	<p>✓ Does not use three-cue... ▾</p> <p>✓ Does not use visual me... ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>
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	<p>decoding. In these lessons, students are introduced to 74 new sight words. Words are introduced and taught explicitly and then applied when reading the Extension Level Story Book and fluency passages. For example, Lesson 18 introduces words with er, ir, or ur. Students practice reading words with r-controlled vowels like: jerk, hurt, turn, dirt, sir, and hurd. Students then read Chapter 6 of “The Story of Cat” which has many r-controlled vowel words in the text. The SIPPS Plus Level emphasizes high-frequency words with irregular spellings. A list of irregular sight word families can be located in Appendix I of the SIPPS Plus Level Teacher Manual. The list includes patterns that are exceptions to the phonics rules taught in the Extension Level. For example the words again, ago, around, and American begin with a schwa in the first syllable. Another example can be seen in the _ea_ as short-e sound in words: head, ready, weather, and bread. Other examples of irregular word practice are lessons in the letter g. For example, lessons explain that when the letter g is doubled before the letter y, the g is considered a hard g, as in give, gift, or girl, but if followed by the letters e, i, or y the g is soft, as in giant, giraffe, and magic. For example, in Lesson 17, students participate in a Guided</p>		
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	<p>Spelling lesson. During Dictation of Sight Words, the word judge is read aloud. The teacher’s manual instructs teachers to say, “We hear a short vowel u and the sound /j/ after the short vowel. Look at the /j/ card. Use the second spelling.” The card shows the letter j and the second spelling displays, _dge. Students use this visual to spell the word judge.</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>Resources and/or texts provide ample practice of foundational reading skills using decodable readers. Resources and/or texts allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. In the first eleven lessons, texts consist of only sight words and picture related words. However, the SIPPS Beginning Level, Lessons 12 through 55, transition to the focus of students reading stories with decodable texts or sight words. The sight words have been introduced in previous lessons and have been underlined as an indicator that these words cannot be segmented or sounded out. For example, Lesson 22 begins with students rereading Story 21 followed by a lesson on blending in which students read words with the CVC pattern. In Step 3, students review the sounds for letters s, n, t, m, a, i, r, f, u,</p>	<ul style="list-style-type: none"> ✓ Does not use three-cue... ▾ ✓ Does not use visual me... ▾ ✓ Does not use MSV ▾ 	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>

	<p>and h by using the sounds to blend words. In the Sight Words lesson, students are introduced to the word go followed by reading the decodable text "Sam Hits the Ball." Students then strengthen their encoding by participating in the Guided Spelling and Segmentation lesson in which they write the letter for a sound spoken orally. This is followed by whole words and a dictation sentence. Finally, students practice reading fluently by reading Little Book 22 three times quietly as the teacher circulates the room to listen to each student read and noting any miscues made in reading. Section 3, Lesson 10, Beginner's Level explicitly introduces the sounds using I say, I say, We say, We say, We say, You say, You say. The teacher then reviews previous sounds learned. The students then use the familiar sounds to blend decodable words. The teacher models blending the sounds twice and then reading the word. The teacher and student practice together and then the student practices independently. Practice words are also available to provide blending correction.</p>		
<p>Required 2e) Materials include varied and frequent opportunities for students to engage in</p>	<p>Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity.</p>	<p> <input checked="" type="checkbox"/> Does not use three-cue... <input checked="" type="checkbox"/> Does not use visual me... </p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</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. Materials provide teacher guidance to support students as they confirm or self-correct errors.</p>	<p>For example, in each SIPPS Plus lesson, students practice reading decodable selections while the teacher monitors. 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 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. Lesson 26, from the SIPPS Plus Teacher’s Manual, provides</p>	<p> <input checked="" type="checkbox"/> Does not use MSV ▾ </p>	
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	<p>guidance to assist teachers in moving students to automaticity and high rates of accuracy. For example, students read the day’s selection quietly aloud to themselves twice, as well as any previous selections. Teachers are instructed to individually monitor students as they read. The teacher assesses each student’s accuracy at least once a week on a 25- to 50-word passage from the selection the student is reading. The teacher records accuracy data and later calculates each student’s accuracy as a percentage. If a student’s accuracy is below 95 percent, teachers are instructed to assess accuracy again the following day. If it continues below 95 percent, the teacher adjusts reading levels accordingly. Students also record dates, selection titles, and pages read in their reading logs. Lesson 27 includes fluency practice and/or independent reading where students read for at least 30 minutes from their “easy reader” trade books. Over the course of a week, the teacher conducts one 1-minute accuracy and rate check for each student and records the results on the fluency record sheet.</p>		
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**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**

Grade: **3-8**

Publisher: **Center for the Collaborative Classroom**

Copyright: **2020**

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
1. Program Design (Non-negotiable)	
2. Instructional Design (Non-negotiable)	
3. Usability and Support (Non-negotiable)	
4. Additional Criterion of Superior Quality	
5. Additional Information (not scored)	

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** 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.

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
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.			
<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 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>Yes</p>	<p>Materials and instructional approaches support the rubric definition 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. Guidance for group sizes is suggested in the Beginning Level SIPPS Teacher Manual, stating that groups should be no larger than ten and six to eight is preferred. Lessons take about 30-50 minutes. In the Challenging Level SIPPS Teacher Manual, it states that the core program of five instructional routines takes about 20 minutes a day. There are optional extensions to the syllabic practice to add on 10 additional minutes. Assessments are designed to place students in the curriculum and progress monitor.</p>
	<p>Required 1b) Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency.</p> <ul style="list-style-type: none"> Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction. 	<p>Yes</p>	<p>Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Foundational reading skills are assessed and monitored by placing students in flexible groups that meet the needs of each student. Program diagnostic and progress monitoring tools</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> 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>are used to determine student placement within materials and to inform instruction. For example, the SIPPS assessment for the Beginning Level provides information for placing students within the different levels of the program. Placements include the SIPPS Beginning Level, SIPPS Extension Level, SIPPS Plus Level, and SIPPS Challenge Level. Mastery Tests are given every five to ten lessons. These tests assess phonological awareness skills, spelling-sounds, and sight words. Materials also regularly and systematically offer assessment opportunities that measure student progress. Progress tracking checklists are designed to be given after each mastery test. Per the Extension Level SIPPS Teacher Manual, self-checks are included at the end of lessons to help informally assess progress and address areas of difficulty. In the fluency section of the lessons, teachers are directed to keep track of fluency and accuracy rates at least once weekly on each child's Fluency Record sheet. Once fluency is recorded, materials offer guidance for interpreting accuracy. Teachers use student Fluency Sheets to convert ratios to percentages, "by dividing the number of correct words by the total number of words and multiplying by 100," resulting in each students' reading accuracy score. Using the identified percentage score,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the teacher uses the Interpreting Accuracy chart provided to determine the student's reading level as one of the following: independent, instructional, borderline, or frustration level. The reading level and number of instructional minutes required daily are determined by the student's established reading level.</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>Materials provide systematic and explicit phonological awareness instruction. 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. Students are to recognize and produce rhyming words and add and substitute phonemes. For example, in the SIPPS Beginning Level students participate in a phonological awareness lesson in which they orally blend phonemes. Students are given a blending sheet that has lines that represent a CVC or VC pattern, that also has an arrow for when the sounds are blended. Students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>practice with the words: fan, fat, mat, mitt, fin, fit, in, an, at, it, am and if. Then students practice segmenting words with CVC and VC patterns. The lesson continues with the introduction of the letter r sound and the review of previous consonants and vowels taught in previous lessons. Further examples include the protocols for hearing and manipulating sounds observed in the SIPPS Beginning Level, Lessons 10 and 11, in which students practice oral blending of phonemes. Examples of rhyming instruction and practice are found in lessons 37-50, onset-rime blending are found in lessons 37-40, and phoneme deletion are found in lessons 44-55. In the SIPPS Extension Level, students continue to strengthen their phonological awareness. For example, in Lesson 12, students segment the first, middle, and last sounds in a list of words spoken aloud by the teacher. As lessons progress, the phonological skills gradually become more complex. In the SIPPS Plus Level, students strengthen phonological awareness by segmenting words and manipulating words by dropping the beginning of a word spoken aloud. For example in Lesson 31, teachers are instructed to, "...draw blanks that correspond to the number of phonemes being dropped in the words you'll be using; before or after the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			blanks, draw a box to represent the rest of the word.” The teacher then says words like: steep, steam, spike, spoke, spend, and stone and asks students to drop the /s/ for each word as they are spoken aloud.
	<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>	Yes	<p>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. Each lesson of the SIPPS Beginning, Extension, and Plus Levels includes phonics instruction. Examples of systematic and explicit phonics instruction are observed at each SIPPS Level in which the materials provide students the opportunity to engage with the multilevel program to develop word recognition strategies and skills that enable students to become independent readers. The SIPPS Beginning Level, Lesson 11, lists 14 activities for explicit phonics instruction. Students blend phonemes; segment phonemes; blend decodable words; practice sight words; dictate sounds, sight words and sentences; and read a story without decodable words. Explicit phonics instruction is observed in the SIPPS Extension Level, Lesson 1, in which students blend phonemes, review spelling relationships, review consonant blends, and practice decoding sight</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>words. Students progress through the lesson by reading sentences with high-frequency words learned in the SIPPS Beginning Level and reviewed in Lessons 1-15 of this level and by encoding specific words from the lesson. At the end of the lesson, students practice reading the decodable text, “The Helping Dog, Chapter 1: Ron and Lab.” The Extension Level, Lessons 6-10, focus on final-e. Students read words with short vowel sounds and then add the final-e to identify the new long vowel sound and read the new word. Lesson 6A words include: mad, hop, and us. Students add final-e to make the new words: made, hope, and use. Students use their knowledge of final-e to write sentences containing words with final-e. Students then read the first chapter of “Birds That Can’t Fly,” focusing on spelling patterns discussed in the day’s lesson and previous lessons. Lesson 32, Challenge Level, includes phonics instruction where students are introduced to spelling-sound relationships (igh), syllable types (might, hoot, growth, trite), morphemic transformations (discuss, discusses, discussing, discussed, discussion), sight syllables (-sion, cir, quad, circ), reading by syllables, reading entire words, and guided spelling. For example, in the Reading by Syllables section of the lesson, students are instructed to follow</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>a four-step process for reading multisyllabic words. In Step 1, students write the first syllable and then read the first syllable. In Step 2, students write the second syllable and then read the second syllable. In Step 3, students continue this process for all syllables. In Step 4, students read the whole word. The exercise includes the following words: lightning, discussion, wonderfully, introduction, careful, and ordinary. Students also participate in a Guided Spelling activity in which the teacher dictates a word and then breaks the word into syllables, and students write the words.</p>
	<p>Required 2c) Materials provide multiple opportunities and practice for students to master high-frequency irregular words both in and out of context based on student need.</p>	<p>Yes</p>	<p>Materials provide multiple opportunities and practice for students to master high-frequency irregular words both in and out of context based on student need. The lessons in the SIPPS program include high-frequency word practice. The SIPPS Beginner Level, Lesson 10, includes rereading a story, phonological awareness, phonics and decodable words, sight words, reading a story, guided spelling and segmentation, and fluency practice. In this lesson, the sight word practice includes: see, I, can, the, you, we, me, and, is, on, and yes. Lessons 10-55 include practice for students to read high-frequency words by sight. Lesson 20 introduces the sight word was.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Lesson 25 introduces the sight word my. Lesson 53 introduces words give and live. With each new lesson, new sight words are introduced while reviewing 15-20 previously taught words. The SIPPS Extension Level Lessons 16-40 provide the opportunity for students to recognize and read grade-appropriate irregularly spelled words. Content introduced within Lessons 16-40 include: long-vowel digraphs (ee, ea, ai_, and ay), other vowel digraphs (oo and ou), r-controlled vowels (er and ar), y at the end of the word, wr, kn, ph, c(e), c(i), c(y), and two-syllable decoding. In these lessons, students are introduced to 74 new sight words. Words are introduced and taught explicitly and then applied when reading the Extension Level Story Book and fluency passages. For example, Lesson 18 introduces words with er, ir, or ur. Students practice reading words with r-controlled vowels like: jerk, hurt, turn, dirt, sir, and hurd. Students then read chapter 6 of “The Story of Cat” which has many r-controlled vowel words in the text. The SIPPS Plus Level emphasizes high-frequency words with irregular spellings. A list of irregular sight word families can be located in Appendix I of the SIPPS Plus Level Teacher Manual. The list includes patterns that are exceptions to the phonics rules taught in the Extension Level. For example the words</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>again, ago, around, and American begin with a schwa in the first syllable. Another example can be seen in the _ea_ as short-e sound in words: head, ready, weather, and bread. Other examples of irregular word practice are lessons in the letter g. For example, lessons explain that when the letter g is doubled before the letter y, the g is considered a hard g, as in give, gift, or girl, but if followed by the letters e, i, or y the g is soft, as in giant, giraffe, and magic. For example, in Lesson 17, students participate in a Guided Spelling lesson. During Dictation of Sight Words, the word judge is read aloud. The teacher’s manual instructs teachers to say, “We hear a short vowel u and the sound /j/ after the short vowel. Look at the /j/ card. Use the second spelling.” The card shows the letter j and the second spelling displays, _dge. Students use this visual to spell the word judge.</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 decodable readers. Resources and/or texts allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. In the first eleven lessons, texts consist of only sight words and picture related words. However, the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>SIPPS Beginning Level, Lessons 12 through 55, transition to the focus of students reading stories with decodable texts or sight words. The sight words have been introduced in previous lessons and have been underlined as an indicator that these words cannot be segmented or sounded out. For example, Lesson 22 begins with students rereading Story 21 followed by a lesson on blending in which students read words with the CVC pattern. In Step 3, students review the sounds for letters s, n, t, m, a, i, r, f, u, and h by using the sounds to blend words. In the Sight Words lesson, students are introduced to the word go followed by reading the decodable text "Sam Hits the Ball." Students then strengthen their encoding by participating in the Guided Spelling and Segmentation lesson in which they write the letter for a sound spoken orally. This is followed by whole words and a dictation sentence. Finally, students practice reading fluently by reading Little Book 22 three times quietly as the teacher circulates the room to listen to each student read and noting any miscues made in reading. Section 3, Lesson 10, Beginner's Level explicitly introduces the sounds using I say, I say, We say, We say, We say, You say, You say. The teacher then reviews previous sounds learned. The students then use</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the familiar sounds to blend decodable words. The teacher models blending the sounds twice and then reading the word. The teacher and student practice together and then the student practices independently. Practice words are also available to provide blending correction.</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.</p>	<p>Yes</p>	<p>Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. For example, in each SIPPS Plus lesson, students practice reading decodable selections while the teacher monitors. 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</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>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. Lesson 26, from the SIPPS Plus Teacher's Manual, provides guidance to assist teachers in moving students to automaticity and high rates of accuracy. For example, students read the day's selection quietly aloud to themselves twice, as well as any previous selections. Teachers are instructed to individually monitor students as they read. The teacher assesses each student's accuracy at least once a week on a 25- to 50-word passage from the selection the student is reading. The teacher records accuracy data and later calculates each student's accuracy as a percentage. If a student's accuracy is below 95 percent, teachers are instructed to assess accuracy again the following day. If it continues below 95 percent, the teacher adjusts reading levels accordingly. Students also record dates, selection titles, and pages read in their reading logs. Lesson 27 includes fluency practice and/or independent reading where students read for at least 30 minutes from their "easy reader"</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			trade books. Over the course of a week, the teacher conducts one 1-minute accuracy and rate check for each student and records the results on the fluency record sheet.
<p>Non-negotiable 3. USABILITY AND SUPPORT: 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>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. Materials clearly communicate information about recommended intensity, intervention group size, and time requirements. Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction. The introduction section of each Teacher Manual includes information for how to implement the lessons with content, instruction, materials, daily lesson components, assessment, management, and supporting English Language Learners. The appendices of each Teacher Manual include routines, fluency practices, placement assessments, mastery tests, scopes and sequences, and sight words indices.</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>Materials support a high level of student and teacher interaction. Each lesson in the SIPPS Beginning Level includes teacher and student interactions which follows the same 7-step approach for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>reading: Rereading a Story, Phonological Awareness, Phonics and Decodable Words, Sight Words, Reading a Story, Guided Spelling and Segmentation, and Fluency Practice. For example, in Lesson 30, Rereading a Story, students are asked to chorally read Story 29. As they read, the teacher corrects any miscues. Interaction occurs again during Step 2. As students practice oral blending of phonemes, the teacher models the correct response by saying the sounds and then the whole word. The teacher interacts with students again to model correct responses while segmenting words. Further interaction takes place as the teacher introduces new sight words. In Lesson 33, the teacher introduces the words her and of. Students then read the sentence “Her cat ran out of the room.” The teacher makes student corrections in reading as needed. Teachers and students also interact during the Reading a Story and Guided Spelling and Segmentation lessons. The teacher listens as students read, asks students comprehension questions, and corrects errors made during sentence dictation. The SIPPS Extension Level also includes student and teacher interaction. This level follows a 6-step approach for reading which includes: Phonological Awareness, Phonics and Decodable Words, Sight Words, Guided Spelling,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Reading a Story, and Fluency Practice. In Lesson 12, student and teacher interaction is observed during Reading a Story. The teacher is prompted to give decoding support. For example, students read the word into and the contraction it's. The teacher is to "Frame the parts (in/to)" and "Explain the meaning of the contraction." Then students read Story Book page 54 and the teacher asks comprehension questions. Finally, the lesson concludes with students reading quietly aloud as the teacher monitors the students individually to correct and note any miscues in reading. In Lesson 55 of the SIPPS Extension Level, the teacher introduces and models a concept, the students review the concept, and then the students practice and make corrections as needed. In Section 6 of Lesson 32 in the SIPPS Challenge Level, there are explicit directions for student-teacher interactions. There is a script to follow and look-for responses provided.</p>
SECTION II: ADDITIONAL CRITERION OF SUPERIOR QUALITY			
<p>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</p> <p>Materials are easy to use and well organized. Materials provide regular opportunities</p>	<p>Required 4a) Materials include a wide variety of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.</p>	Yes	<p>Materials include a wide variety of text types and genres 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</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>provided with Plus emphasizes nonfiction. The materials include texts that are age-appropriate and engaging. 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 for 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 a variety of 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 multisensory resources and techniques for student engagement. There are opportunities that incorporate visual, auditory and tactile learning through the reproducible materials found in the Teacher’s Manual. Resources include Alphabet Cards, Spelling-Sound Cards, and Spelling-Sound Handheld Cards, as well as Guided Spelling pages, Fluency Record sheets, and a Sight Word Dictionary. Materials include the Intensive Multisensory Instruction for SIPPS Handbook that describes in detail the routines that may be used for students who are experiencing difficulty reading. The handbook offers additional multisensory</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>instructional ideas to “strengthen connections for students with visual, auditory, and kinesthetic-tactile learning modes.” The handbook also includes Simultaneous Multisensory Instruction in SIPPS and Intensive Multisensory Instruction for SIPPS, which are charts that show the learning modalities used in each lesson. The charts begin on page 50 of the handbook. There are also videos and animations available on the website by lesson and level. The animations are quick digital lessons in segmentation, blending, rhyming, reading decodable words, and dictation. Videos are short and include lessons in oral blending, segmentation, spelling, sight words, stories without decodable words, and dictation. Additionally, the SIPPS Collaborative Classroom offers two optional, student-facing digital components. WordWorks is an application that can be used for independent word study practice. BookRoom is an application that students use to access Being a Reader Small-Group Reading texts, SIPPS Beginning Level Little Books, SIPPS Extension Level Story Book, and SIPPS Plus Dreams on Wheels.</p>
	<p>Required 4c) Materials include regular opportunities and tools for students to receive feedback on and track their progress toward</p>	<p>Yes</p>	<p>Materials include regular opportunities and tools for students to receive feedback on and track their progress</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>proficiency and/or understanding.</p> <ul style="list-style-type: none"> 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. Materials provide guidance on helping students set fluency goals and graph progress. Materials contain strategies for family engagement including informing all stakeholders about student progress and how families can help support student progress and achievement. 		<p>toward proficiency and/or understanding. Mastery Tests are given every five to ten lessons. These tests assess phonological awareness skills, spelling-sounds, and sight words. Progress tracking checklists are designed to be given after each mastery test. The SIPPS Plus Progress Tracking documents for the assessments are provided as guidance for their use. After each Mastery Test, the teacher completes the progress tracking form for each student. The teacher begins the following lesson by distributing progress tracking forms to each student and explaining how the forms show what each student has learned. Students reflect on the information provided as a form of self-assessment. Materials also indicate that the teacher is to explain what students will learn in the upcoming lessons. For example, in SIPPS Plus, Lessons 1-5, teacher materials explain, “By the end of Lesson 5, the students will have studied,” and then lists specific phonological awareness skills, short vowels, consonants, and sight words to be taught in these lessons. Each SIPPS level provides a Family Letter in both English and Spanish. The letter explains what the program is and how the classroom teacher plans to implement it throughout the year. The letter also provides parents with information on</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>how to support their children with reading at home. For example, a portion of the letter states, “Beginning readers need a lot of practice. You can support your child with their reading at home by: Listening to your child read aloud. If your child has difficulty with a word, simply tell the child the word, and then have them reread the sentence.”</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. Worksheets, animations, and videos are grouped by lesson making materials easy to navigate. Lesson printables are also linked together for these groups of lessons for easy printing. Each level of the SIPPS curriculum is accompanied by a Teacher’s Manual. Each manual begins with an introduction to the level and describes each level’s objectives by explaining Distinctive Features of SIPPS, Daily Lesson Components, Assessment and Placement, and the use of SIPPS in the classroom. The Teacher’s Manual also houses each lesson and directions for teaching each lesson. Finally, the Teacher Manuals also contain access to routines, scope and sequence, spelling lists, sight word lists, and all the reproducible materials for the level. Materials also contain ample and useful suggestions to support implementation by providing teachers with explicit</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>directions for teaching each skill. For example, in the SIPPS Beginning Level Teacher’s Manual, Appendix A, Routines, teachers read about the importance of phonological awareness and are given explicit directions for teaching the sounds including visual cues used, “...in making abstract phonological tasks more concrete and comprehensible.” In the Oral Blending of Words and Syllables section, not only are teachers given direction for teaching the lessons, but materials also include a chart which displays the process, the hand gestures to be used, and what the teacher must say when addressing the class. Charts and teacher prompts are included for the segmenting, rhyming, phonics, decodable words and sight word lessons.</p>

SECTION III: ADDITIONAL INFORMATION
These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.

<p>5. ADDITIONAL INFORMATION</p> <p>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</p>	<p>5a) Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.</p>	<p>Not Scored</p>	<p>Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies. Each level of the SIPPS program has lessons in word-learning strategies to build knowledge and vocabulary. For example, the SIPPS Beginning level focuses on single consonants, consonant digraphs, and short vowels. As students progress through the materials, decodable texts are introduced allowing students the opportunity to apply phonics skills and</p>
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>sight word knowledge they have acquired in the Beginning Level. The SIPPS Extension Level focuses on phonological awareness with an emphasis on segmentation, phonics with a focus on short vowels, consonant digraphs, consonant blends, inflections, final-e, vowel teams, and r-controlled vowels, as well as sight word knowledge. SIPPS Plus builds on the previous skills taught while emphasizing high-frequency words and polysyllabic decodable words. Finally, the SIPPS Challenge Level focuses on increasing students' reading proficiency by focusing on six syllable types and morphological units of polysyllabic words. For example, in the SIPPS Beginning Level, Lesson 24, students review consonant and vowel sounds in preparation for blending decodable words. Materials include directions for offering decoding support. "For decodable words with inflections: Cover the inflection and have the students sound out and read the base word. Uncover the inflection and have the students say the sound of the inflection and then read the entire word." Teachers and students practice with the words: fan, fans, fits, fits, run, runs, fast and tin. The lesson is followed by the introduction of the sight word, saw and reviewing 10-15 sight words taught previously. Students then read a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>story using the decoding support learned in the lesson to aid in decoding unknown words. In the SIPPS Extension Level, Lesson 36, students practice reading VCCV words by determining the number of consonants between the two vowels. The teacher explains that the words, basketball and afternoon, are three-syllable words and then guides students in identifying the two-syllable divisions. Students then practice with the words haircut, master, ugly, sailboat, basketball, and afternoon. Materials include directions for correcting any miscues in reading.</p>
	<p>5b) Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.</p>	<p>Not Scored</p>	<p>Materials provide multiple opportunities and practice for students to demonstrate understanding of texts. Each lesson of the SIPPS program offers students the opportunity to engage with texts to strengthen comprehension skills. In the final steps of each lesson, students read a story from the Story Book included with the materials. Students read the story and then the teacher asks comprehension questions to check for understanding. For example, in the SIPPS Extension Level, Lesson 8, students read “The Vet.” The teacher asks, “What did we find out about the girl’s visit to the vet?” and “What did the story tell us about vets?” The SIPPS PlusLevel follows the same process. For example, in Lesson</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			33, students read “Dreams on Wheels” and are asked, “What does the last sentence tell you about Sam?” and “Why has Sam changed his mind about being a cowboy?” Additionally, the materials include guidance for parents to aid in strengthening comprehension skills. The parent letter states, “Practice is an important part of becoming a good reader. You can make a big difference in your child’s progress by encouraging reading at home for at least 30 minutes every day. You can also support your child by asking questions such as: What is your story about, and what has happened so far?” and “How do you think it will end?”

FINAL EVALUATION
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.

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	Materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			fluency.
	2. Instructional Design	Yes	Materials provide systematic and explicit phonological awareness instruction. Materials are teacher-directed with routines for teaching phonological awareness. 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. Materials provide multiple opportunities and practice for students to master high-frequency irregular words both in and out of context based on student need. Resources and/or texts provide ample practice of foundational reading skills using decodable readers. Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity.
	3. Usability and Support	Yes	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. Materials support a high level of student and teacher interaction.
II. Additional Criterion of Superior Quality	4. Additional Indicators of Superior Quality	Yes	Materials include a wide variety of text types and genres that are engaging, content-rich, and age-appropriate for the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			targeted grade band. Materials provide multisensory resources and techniques for student engagement. Materials include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding. The materials are easy to use and are consistently organized.
III. Additional Information	5. Additional Information	Not Scored	These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials. Materials provide word-learning strategies. Materials allow for students to show comprehension of a text.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies 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 [2020-2021 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in grades K-8.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.