

Academic Content

Instructional Materials Evaluation Tool

(IMET) for Alignment in ELA Intervention Grades 3-8

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: Phonics for Reading

Grade/Course: 3-8

Publisher: Curriculum Associates, LLC

Copyright: 2025

Overall Rating: Tier 1, Exemplifies quality

Tier 1, Tier 2, Tier 3 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 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.			
Non-Negotiable 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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Required 1a) Materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours and is clearly indicated in materials. Intensive foundational reading skills intervention is data-driven, individualized by skill needs, systematic, and explicit.	Yes	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. This program is built upon systemic and explicit instruction to support students in Grades 3-8. According to the Getting Started section of the Teacher Book, recommendations for frequency of intervention include completing lessons with students at least 4-5 days per week. The program provides recommendations to teach a lesson in a number of sessions that fit the schedule. This includes completing a lesson in either three sessions for 30 minutes each day, completing a lesson in two sessions for 35-45 minutes each day, or completing a lesson in one session for 75-90 minutes each day. The materials also provide pacing guidance on how to break apart the lessons in each scenario. The teacher first administers the Placement Test to group students in Level A, B, or C. The teacher paces instruction based on their daily schedule while monitoring student progress during lessons, after each unit, and after each level. Intervention instruction progresses in

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			skills from simple to complex within and across Levels A, B, and C through teacher modeling, guided practice, and independent practice. Each lesson is broken into six parts: Say Sounds, Read Words, Read Sentences, Spell Words, Read Text, and Independent Practice. The materials include a Scope and Sequence for each level. In Level A, Lessons 1-13, begin with short vowel sounds, VC, and CVC words, Lessons 17-23 include CVCC words ending in a consonant digraph, sk, nd, and nt, and Lessons 24-30 include CVCC words that begin with a consonant digraph, such as ch, th, sh, or a consonant blend, such as fl, sl, gl. Students placed in Level B start the level learning vowel teams and then progress to CVCe words, r-controlled vowels, and word endings. Students in Level C also learn vowel teams, as well as minor sounds for c and g, minor sounds for oa, oo, and ea, and prefixes and suffixes.
	Required 1b) Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Assessment tools within materials do not require or encourage students to use three-cueing ³ , MSV ⁴ cues, or visual memory. <ul style="list-style-type: none"> Materials include program diagnostic and progress monitoring tools that are 	Yes	Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Materials provide a Placement Test to place students in any of the three levels. The teacher also uses the Placement Test to monitor student progress after students complete each level to gauge student growth. In addition, the Teacher Toolbox includes a Posttest with new content that can be

³ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues

⁴ **MSV:** Meaning, Structure, and Visual cues

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	<p>used to determine student placement within materials and to inform instruction.</p> <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>administered after each level. The teacher uses the results to determine if students have made adequate progress to move to the next level or if more instruction is needed in the current level. According to the Getting Started section, schools first identify students who struggle in decoding skills by determining if students are one or more grade levels below in reading. The teacher then administers the Placement Test to students identified as one or more grade levels below in reading. The Placement Test is given to each student one-on-one and takes about five minutes per student. During the Placement Test, students read words from multiple subtests related to skills taught in the levels/units. Students begin in Subtest A and read words in each line of the subtest. If a student does not make an 80% on the subtest, the teacher terminates the Placement Test and places the student at that level. Guidance states that, based on the results of the tests, the teacher places students at the beginning of a level or an intermediate point. For example, the Placement Test for Level B includes Subtests C, D, and E. If the student correctly reads 14 parts in Subtest C, the teacher administers Subtest D. If the student correctly reads 14 parts in Subtest D, then the teacher administers Subtest E. If the student does not correctly read 14 parts in Subtest D, then instruction begins at Level B, Lesson 13. At the end of each unit, the teacher uses progress monitoring Unit Check-Ups to determine</p>

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			whether students should move on to the next unit or if they need additional support in the current unit skills. For example, in Level B, the Unit 3 Check-Up includes assessments in spelling, word reading, passage fluency, and text comprehension related to the skills taught throughout that unit. The teacher also administers Fluency checks, or one-minute timed readings, as additional progress monitoring. Student workbooks include the texts, and they graph their correct words per minute in the back of their Student Books to monitor progress in fluency skills.
Non-Negotiable 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.	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). Materials do not require or encourage three-cueing ⁵ , MSV ⁶ cues, or visual memory for word recognition.	Yes	Materials provide systematic and explicit phonological awareness instruction. Section A of each lesson includes phonological awareness instruction in blending and segmenting. Phonemic awareness is taught within each lesson in Level A and the first twelve lessons of Level B. The materials also include additional phonemic awareness practice lessons based on students' performance on Activity A (Phonemic Awareness) in Lessons 1-12 as students move beyond Lesson 12 in Level B. During the phonemic awareness activities, students practice hearing the individual sounds in words through blending and segmenting. For example, in Level A, Lesson 1, students blend sounds in short words. The teacher states, "Let's blend sounds into words. I will say a

⁵ **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues

⁶ **MSV**: Meaning, Structure, and Visual cues

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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>word slowly, then you will say the word.” The teacher then says the word sat, segments the word, /sss/aaa/t/, saying continuous sounds for 1-2 seconds and only stopping sounds for an instant. The students then repeat and say the entire word, sat. This routine is repeated for the words: fit, ran, man, and Sam. If students struggle, the routine is continued using more words. In addition, the teacher calls on individual students to blend sounds into words using lap, rip, fat, and Nan. In Level A, Lesson 5, students learn to read and spell words containing /o/. Students begin the lesson by blending sounds in short words such as mob, fox, and rot using the same routine. Students then practice blending in longer words such as cannot, fossil, and bandit. The teacher says the parts of the word slowly, and students state the word. For example, the teacher states, can and not, students then say cannot. In Level A, Lesson 17, students begin segmenting short and long words. The teacher begins by explaining segmenting, “We have practiced blending sounds into words. Another important skill is saying the separate sounds in a word. This skill is called segmenting.” During the lesson, students segment words with three sounds. First, the teacher demonstrates how to segment the words. The teacher holds up three fingers, then touches a finger as she says each sound. For example, the teacher says, “math,” holds up three fingers, and then touches a finger as /m/ is pronounced, then /a/ and touches the second finger, lastly /th/ and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			touches the third finger. This process is repeated for the words: neck, pick, fish. Additionally, in Level B, Lesson 12, students segment words with four sounds, including words containing the target lesson sound /igh/. The same routine is followed, but instead of three fingers, the teacher holds up four fingers. Words segmented in this portion of the lesson include: fright, braid, grown, steal, and least. The lessons also include Firm Up Words to quickly assess student progress with the taught phonemic awareness skill within the lesson.
	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. Materials do not require or encourage three-cueing ⁷ , MSV ⁸ cues, or visual memory for word recognition.	Yes	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. The materials are arranged in three levels. Students spell and read words taught throughout the unit lessons, and the progression throughout the units is also noted in the program Scope and Sequence located in each Teacher Book. For example, in Level A, students learn about short vowels, double consonants, consonant blends, and consonant digraphs. In Level B, students learn about vowel teams, CVCe words, r-controlled vowels, and word endings. In Level C, students learn about vowel teams, prefixes, suffixes, and minor sounds for c, g, ow, oo, and ea. Each lesson provides instruction and practice for a

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⁸ **MSV**: Meaning, Structure, and Visual cues

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			<p>target skill and then builds towards reading a decodable text. Lessons begin with Phonemic Awareness and then progress to Letter and Sound Associations, New Words, Word Families, Review Words, Words with Endings, Multisyllabic Words, and High Frequency Words. For example, in Level B, Lesson 5, the objective is to read and spell words containing ee, ea, and -ed. During the Letter/Sound Associations routine, students begin at line 1, pointing to letters and then saying the sound for the letters, ai, ee, ck, and ea. This process is repeated for lines 2, 3, 4, and 5. When a student comes to a vowel, they say the sound, and then the name. Next, students read new words that follow the target skill. Words for this lesson include the following: deep, keep, team, feel, real, beep, weed. Students touch under the word, identify the vowels, and chorally say the sound. Next, students sound out the whole word independently and give a thumbs up when they are able to read it. Students then chorally say the word. This process is repeated for lines 2, 3, and 4. For lines 5 and 6, students do not identify vowels as a class, instead, they immediately decode the word independently, display a thumbs up, and chorally say the word. In Level C, Lesson 19, Read Words, students engage in reading Multisyllabic Challenge Words. Students open their Student Workbooks to Activity D and touch under the first word in Line 1. The teacher explains to students to sound out the first syllable to themselves and put a thumbs</p>

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			<p>up when ready. Students then chorally state the syllable, catch. Students then sound out and chorally state the second syllable, er. Finally, students combine the first syllable, catch, with the second syllable, er, to create the word, catcher. These steps are repeated with the words: catcher, hodgepodge, pitcher, outstretch, hatchet, hitchhike, patchwork, kitchen, underneath, and referee. Progress monitoring of phonics skills occurs throughout each lesson and at the end of the unit. Within each lesson, teachers utilize the Monitor and Adjust instruction boxes as a guide to provide explicit feedback to students. For example, in Level B, Lesson 4, teachers utilize the Firm Up notes in the lesson to have students read individual lines of words. Teachers use this to determine individual student progress on the skill. If students continue to struggle, the Multisyllabic Challenge Words Instructional Routine Resource provides the following correction guidance: “If students mispronounce a word part, point out the tricky spellings and have them sound out the word part. Then say the word part and have them repeat it. Put the word parts together to say the word. If students mispronounce a whole word, follow the correction steps above for each word part.” At the end of a unit, teachers utilize the Unit Check-Up to determine if students are making adequate progress in phonics skills. For example, the Level A, Unit 8 Check-Up includes Spelling, Word Reading (New Words, Multisyllabic Challenge Words,</p>

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			and High-Frequency Words), and Passage Reading Fluency, as well as comprehension questions connected to the reading passage.
	Required 2c) 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. Materials do not require or encourage three-cueing ⁹ , MSV ¹⁰ cues, or visual memory for word recognition.	Yes	Resources and/or texts provide ample practice of foundational reading skills using texts. 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. The materials provide students with opportunities to practice decoding skills in multiple ways throughout a lesson. Decodable sentences and texts connect to the newly introduced skills. The Read Words section, decodable sentences, and decodable texts also integrate the new skills throughout lessons. Student Books include the Decodable Texts for students to read. In Lessons 1-16 of Level A, students begin by reading Decodable Sentence Expansion Sets. Each lesson has three sentence sets, and each set contains three sentences showing progressive expansion. For example, Level A, Lesson 8, the first sentence set includes, “Gil had a muffin. Gil had a muffin and a bun. Gil had a muffin, a bun, and jam.” Students read the sentence two to three times. Students first read in a whisper, while chorally reading the set in the second reading. In Level A, Lesson 17, students begin reading short decodable passages. For example, in Lesson 17, students begin with reading Passage 1, “A Wish for

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¹⁰ **MSV**: Meaning, Structure, and Visual cues

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			<p>Fish.” Students participate in three readings: an independent read, a choral read, and a partner read or individual class read. This process is repeated with Passage 2, “In a Rush,” and Passage 3, “A Bit of Luck.” Throughout the lessons, students gradually progress to reading longer, more complex Decodable Texts. For example, in Level C, the Lesson 1 objectives include reading and spelling words containing oo and reading and spelling words with prefixes un- and dis- as well as suffixes -able and -ful. During the Read Text portion of the lesson, students read the decodable text, “Cleaning Up.” Students practice reading words containing prefixes un- and dis- along with suffixes -able and -ful. Additional words in the text related to the lesson objective include the following: room, stool, bloom, useful, unfit.</p>
	<p>Required 2d) 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 do not require or encourage three-cueing¹¹, MSV¹² cues, or visual memory for word</p>	Yes	<p>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 provide students the opportunity 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. The materials provide students with numerous opportunities for fluency practice through the Read Words</p>

¹¹ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues

¹² **MSV:** Meaning, Structure, and Visual cues

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	recognition.		<p>section, decodable sentences, and decodable passages. Students practice reading fluency using strategies such as repeated readings, partner reading, independent reading, and choral reading. Each lesson includes a Fluency Check at the end of the lesson for students to practice reading the decodable text fluently. The Teacher Toolbox includes a Fluency Check Routine for teachers in Levels B and C. According to the Fluency Check Routine, students read the passage in their Student Books. Students read for one minute and circle any errors made in the passage. Students underline the last word read when they stop reading. Students count the number of words read correctly and graph their progress on their fluency graph in the back of their Student Books. The teacher provides students with feedback based on Monitor and Adjust notes in the lesson. For example, students completing Level B, Lesson 7, read the text, The Slow Leak. At the end of this lesson, the teacher follows the Fluency Check Routine with students to measure individual reading fluency in a one-minute reading of the text. This routine can be completed in the lesson with the teacher, with partners, or as a self-monitor check. Unit Check-Ups allow teachers to assess student fluency with decodable text after each unit in a level. For example, the Level B, Unit 3 Check-Up includes a passage reading fluency with the text, Sloan's Coat. Students read the passage individually for one minute, and the teacher marks words the</p>

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			student reads incorrectly. Teachers then determine the student's accuracy, the percentage of words read correctly, and fluency, words correct per minute. Students graph their progress on the Unit Check-Up fluency graph. This graph is utilized for all Unit Check-Ups to track progress
<p>Non-Negotiable</p> <p>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</p> <p>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>	Yes	<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. First, teachers identify students who would benefit from intensive intervention, focusing on students who struggle with decoding. Next, teachers determine how the intervention will be implemented. Guidance in the Level Teacher Books provides several implementation models that can be utilized in multiple scenarios with a wide range of staff, including reading specialists, classroom teachers, and paraprofessionals. These models include pull-out intervention, push-in intervention, small group rotations, individual instruction, a “walk to read” model, and guidance for summer school. Guidance includes recommendations for group size and the time recommended for each implementation model. Recommendations for intensity, group size, and time requirements depend on the implementation model utilized.</p>

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			For example, recommendations for a pull-out intervention model include a group of 2-10 students in 30-45 minutes a day. For a small group rotation inside a classroom, the program recommends a group of 2-4 students for 30-45 minutes a day. Guidance for the individual instruction implementation model is for one student at a time, inside or outside of the classroom, 30-45 minutes per day for 4-5 days a week. Additionally, it is recommended that the program be implemented 4-5 days a week for all models of implementation. Once the implementation model is chosen, teachers group students into a Level according to their needs.
	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.	Yes	Materials support a high level of student and teacher interaction. The materials include teacher prompts to engage students in discussion about the skill. Each lesson provides teacher prompts for Phonemic Awareness, Letter/Sound Associations, Read Words, Spell Words, and Read Text. For example, in Level A, Lesson 9, the lesson begins with Phonemic Awareness. The teacher states, “I will say the word slowly. Then you will say the word. Listen, /b/ /uuuu/ /d/. What’s the word?” Students then reply, “bud.” This routine is repeated for the words cap, cod, bus. In Level B, Lesson 4 includes multiple opportunities for teacher and student interaction. Students learn to read and spell words containing ee and ea. Teachers lead students through phonemic awareness activities and direct instruction

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			<p>related to the focus sounds. Students respond to teacher questions throughout the lesson, and practice reading words in their Student Book when prompted. For example, during the Read Words, New Words portion of the lesson, students practice reading words with ee and ea. The teacher begins by sounding out the first word, beef, touching under the letters e-e, and then sliding a finger under all of the letters, reading the whole word. This process is repeated with the words, eat and sea. Students then practice sounding out words in their Level B Student Books. The teacher also leads students through several routines in every lesson. Each routine involves student and teacher interaction. According to the Walkthrough: Teacher's Guide Routines, each routine has black text with the exact words to say to students. Bold black text in the teacher manual indicates words said by the teacher that are also in the Student Book for students to see. Bold magenta text provides the teacher with correct student responses. Through each routine, the materials provide prompts for the teacher to monitor and adjust instruction and to provide feedback to students. Additionally, the Teacher Toolbox includes online resources to support and enhance student learning. For example, the teacher uses the Articulation Videos and Cards to ensure that students appropriately articulate sounds. The Articulation Video provided for Level B, Lesson 1, related to the sounds ai, ay, and a_e can be shown to students or used as a teacher</p>

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			resource to ensure sounds are taught correctly. The Articulation Card for this lesson also provides the teacher with step-by-step procedures to say the sounds correctly, along with single syllable and multisyllabic words containing the sounds.
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
4. ADDITIONAL CRITERION OF SUPERIOR QUALITY 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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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.	Yes	Materials include a wide variety of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band. Texts are informative or narrative and support students in building confidence in their reading skills and include age-appropriate information and ideas. The materials also include fiction and nonfiction decodable sentence expansions based on skill. In addition, the materials include fiction and nonfiction passages on a variety of topics. As the student progresses through Levels, the passages become longer. Longer passages, divided into three sections, make the reading more manageable. In Level B, Lesson 12, students read and spell words containing -ed, -ing, and -igh. After practicing with the skill, students read the Decodable Passage, “Jobs Today.” Words that students encounter while reading this text include high, going, flight, dreaming, and banking. In Level A, Lesson 29, students read the Decodable Text, Cass is Glum. In this lesson, students learn to read and spell words with beginning blends such as gl, fr, br, sn. The text is broken into three parts to chunk the text for students. In Level B, Lesson

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			30, students read an informational text, How Do Birds Communicate? Before reading each part of the text, the teacher provides background knowledge about the topic of how birds communicate. Additionally, in Level C, students work toward reading fluently through the use of ten additional Challenge Text lessons. Students complete these lessons as an extension. These informational texts support students in building vocabulary and comprehension. For example, in the Challenge Text J Lesson, students read a text, Work at NASA. This lesson reviews previously taught skills such as, prefixes, vowel teams, and proper nouns, and also provides students the opportunity to read the text multiple times to build comprehension.
	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).	Yes	Materials provide a variety of multimodal/multisensory resources and techniques that enhance student engagement and learning. According to the Program Overview, students use multiple modalities to respond. Students see, hear, say, write, and gesture during lesson routines. Guidance within the Multimodal Learning Enhancements states that students utilize visual, auditory, and tactile learning in every lesson. During phonemic awareness and spelling activities involving segmenting, students make connections between auditory and tactile learning. Students touch a different finger for each sound when identifying sounds in a word. When identifying syllables in words, students

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			tap a finger for each syllable. For example, in Level A, Lesson 17, students learn to read and spell words with ck, th, and sh. Students segment the words math, neck, pick, and fish. When segmenting, students touch a finger and say each sound. Additionally, students use their fingers to tap out syllables, scoop under each syllable, and touch each sound. For example, in Level C, Unit 6, Lesson 16, students scoop under the first syllable dol- and then under second syllable -phin when reading the word dolphin. This process is repeated with the following words: wrapper, jackknife, shipwreck, knapsack, knothole, vanquish, kneecap, underline, and handwritten. The Teacher Toolbox includes visuals and videos for teaching appropriate articulation of sounds. For example, in Level B, Lesson 22, students practice reading words with the sound /ar/. When teaching this sound, the teacher accesses the video, Articulation Video r-Controlled Vowel ar, to model how to appropriately say the sound.
	Required 4c) Materials include regular opportunities and tools for students to receive immediate feedback on and track their progress toward proficiency and/or understanding.	Yes	Materials include regular opportunities and tools for students to receive immediate feedback on and track their progress toward proficiency and understanding. According to the Getting Started section of the Program Overview, opportunities to monitor student progress occur throughout every lesson, after each unit, and after each level. During lessons, Monitor and Adjust boxes provide prompts for immediate, corrective feedback for student

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>errors. Additionally, teachers use Firm Up prompts to guide students in applying corrections and improving reading accuracy. For example, in Level C, Lesson 17, Read New Words, the Monitor and Adjust guidance for corrections states, “If students mispronounce a word, say the word and have them repeat it. Then have them sound out the word and read the word.” The Firm Up guidance recommends that the teacher call on individuals to read lines of new words. Students also have a Challenge Graph where they record their words per minute when reading the Decodable Passages. Students keep track of their fluency and monitor their progress. In addition, students have multiple opportunities to work with peers when practicing skills and fluency. For example, Level A, Unit 3, Lesson 9, students work with a partner when practicing Word Families. Partner one reads the word list as partner two listens carefully and underlines any words that are mispronounced. Then the students switch and partner two reads as partner one listens carefully. The materials include Unit Check-Ups after every unit to monitor student knowledge related to the specific skills taught in that unit. The Unit Check-Ups determine if students should move on to the next unit, or if they should continue to receive support in the current unit. Teachers prepare for the assessment by accessing the Teacher Toolbox for the corresponding Unit Check-Up Form and Recording Form. Fluency Checks are available in each lesson after</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			reading the Decodable Text. For example, in Level C, Lesson 1, Step 19 of the Decodable Text Routine prompts the teacher to complete a Fluency Check for the text, Cleaning Up. Fluency Checks measure fluency in one-minute timed readings. Grouped either in partners, individually (read to teacher), or self-monitored (read to self), students read the text in their Student Books and count the number of words read correctly. Students graph their correct words per minute during self-monitored reading on their reading fluency graph in the back of their Student Books.
	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.	Yes	Materials are easy to use and well-organized for teachers. Materials are organized into Levels A, B, and C. Each level is divided into units, and each unit is divided into lessons. Lessons are then arranged by the following topics: Say Sounds (Phonemic Awareness, Letter/Sound Associations), Read Words (New Words, Word Families, Review Words, Words with Endings, Multisyllabic Words, High Frequency Words), Read Sentences, Spell Words, Read Text, and Independent Practice. The materials provide a Scope and Sequence, guidelines for lessons, descriptions of routines, and English Learner considerations. Each Scope and Sequence document includes the lesson numbers, focus letters and sounds, and examples of key words. The document also includes additional words practiced in the lesson. The end of each unit includes a Unit Check-Up along with a Placement Assessment.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Each lesson includes a clear, concise teacher script. Each lesson follows the same routine, and these routines are noted in both the teacher and student editions. Each Teacher Book contains a Program Overview that explains the components of the program and how to get started. It also includes information about assessment and a walkthrough of the Student Books and teacher's guide routines. Both the Teacher Book and Student Book list objectives at the beginning of each lesson. Each lesson includes a Decodable Text related to the lesson objective. For example, in Student Book Level A, Lesson 24, students learn to read and spell words beginning with ch, wh, th, and sh. After students go through sound, word, and sentence reading routines, students read the Decodable Text, Chuck's Chipmunk. The Teacher Toolbox includes each lesson and lesson activities, Fluency Check routines for Levels B and C, flashcards for letters/sounds/affixes, and Challenge Texts.
SECTION III: ADDITIONAL INFORMATION These indicators are not scored, but provide additional information about vocabulary and comprehension practice.			
5. ADDITIONAL INFORMATION These indicators are not scored, but provide additional information about vocabulary and comprehension practice	5a) Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.	Not Scored	Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies. Materials include a strategic vocabulary support routine that involves integrated support and focusing on meaning. First, for integrated support, a definition, synonym, or antonym is provided for unfamiliar words. Next, the students identify the word that matches and then receive

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
available within materials.			<p>feedback. In the Focusing on Meaning Routine, the teacher reads the text, defines important words, and builds background knowledge. This routine introduces vocabulary, which supports students in comprehending the text that they read. For example, Level B, Lesson 31, the vocabulary word used for support is purpose. The teacher defines the word, “when something has a purpose, there is a reason for why it exists.” The students then complete the sentence: “If something has a purpose, there is a reason for...” Next, the teacher reads each synonym, “reason for existing, a use, job, function.” The student repeats each synonym and then circles the synonym to be remembered. Then, the teacher reads each antonym, “without reason, lacking a use.” Students repeat each antonym and then circle the one to be remembered. The teacher reads the following examples: “The purpose of a red light is to signal to drivers to stop their car.” and “The purpose of the student bake sale was to raise money for a class trip.” The students practice saying each complete sentence to themselves and then to a partner. Next, the teacher reads the words purpose and purposeful. The students then echo-read each word. Finally, the teacher reads, “In this article, you will learn how animals use their tails for different purposes.” Direct vocabulary instruction is provided to students through teaching the meaning of prefixes and suffixes to determine the meaning of words. Students are also directly taught the meaning of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			unfamiliar vocabulary words during the decodable text routine as needed. For example, Level C, Lesson 4, introduces students to the prefixes re- and pre- and suffixes -ness and -less. The teacher directly teaches students the meaning of the prefix re- as again in this lesson. Additionally, the Teacher Toolbox includes optional downloadables, including a Vocabulary Support document. This document provides a list of words in the decodable text that may be unfamiliar to students and should be taught if students struggle with word meaning.
	5b) Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.	Not Scored	Materials provide multiple opportunities and practice for students to demonstrate understanding of texts. Students have the opportunity to answer oral and written comprehension questions starting in Level A, Lesson 17. The teacher asks oral comprehension questions after each part of every decodable text. In addition, students use a sentence stem to form their response as a complete sentence using evidence from the text. The Student Workbook also includes extra practice. For example, in Level C, Lesson 4, students answer questions about the text. Students return to the text to locate the answer or evidence to support their answer. Level C includes additional Challenge Text lessons to extend practice of skills taught at the end of the program. Students answer comprehension questions after reading each text, and also practice writing summaries of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			text. For example, in Level C, Challenge Text Lesson F, students read Moving Towns Somewhere Else. After the third reading, students answer comprehension questions on their Text Comprehension Worksheet. Students also have the opportunity to plan, draft, revise, and edit a summary of the story to demonstrate understanding.
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-Negotiable Criteria.			
Compile the results for Sections I 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 Quality¹³	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. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency.
	2. Instructional Design	Yes	Materials provide systematic and explicit phonological awareness instruction. Materials provide systematic and explicit phonics instruction. Instruction includes repeated

¹³ Must score a “Yes” for all Non-Negotiable Criteria to receive a Tier 1 or Tier 2 rating.

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			modeling and opportunities for students to hear, say, write, and read sound and spelling patterns. Resources and/or texts provide ample practice of foundational reading skills using texts. 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. 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.
	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 clearly communicate information about recommended intensity, intervention group size, and time requirements. Materials support a high level of student and teacher interaction.
II. Additional Criterion of Superior Quality ¹⁴	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 targeted grade band. Materials include regular opportunities

¹⁴ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and tools for students to receive immediate feedback on and track their progress toward proficiency and/or understanding. Materials provide a variety of multimodal/multisensory resources and/or techniques that enhance student engagement and learning. Materials are easy to use and well organized for teachers.
II: Additional Information ¹⁵	5. Additional Information	Not Scored	Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies. Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			

¹⁵ Informational only and does not affect overall score.

Reviewer Information

Instructional Materials Review

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 [2024-2025 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Avoyelles, Bienville, Bossier, Caddo, Calcasieu, CSAL, East Feliciana, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, Lafayette, Lincoln, Livingston, LSU Laboratory School, Natchitoches, Ouachita, Plaquemines, Richland, St. Charles, St. Landry, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, West Baton Rouge, and Zachary Community Schools. This review represents the work of current Louisiana educators 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.