

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: **S.P.I.R.E. 4E**

Grades: **3-8**

Publisher: **EPS Learning by EPS Operations LLC**

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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. Diagnostic and progress	<input checked="" type="checkbox"/> Does not use three-cueing ▾ <input checked="" type="checkbox"/> Does not use visual memory ▾	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>monitoring tools are used to determine student placement within the materials and to inform instruction throughout to track student growth. Each level includes three assessments, including Pre-Level, Mid-Level, and Post-Level Tests. According to the S.P.I.R.E. Level 1 Teacher Guide, the Pre-Level Test is administered to determine a student’s preliminary knowledge about the concepts taught in each level before instruction begins. The Pre-Level and Post-Level assessments are made up of four parts. In Part 1, Decodable Words, students read a list of decodable words that includes all concepts taught in the level. In Part 2, Decodable Sentences, students read a list of sentences that includes decodable and sight words from the level. In Part 3, Passage, students engage in a one-minute timed reading of a decodable passage that includes decodable and sight words from the level. In Part 4, Comprehension Questions, students independently finish reading the passage and then respond to short-answer questions about the passage from Part 3 for assessment of comprehension and vocabulary. The Mid-Level Test is administered midway through each level to measure the retention of previously learned concepts in the level. The Mid-Level Test is made</p>	<p>✔ Does not use MSV ▾</p>	
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	<p>up of two parts. In Part 1, Spelling, the teacher dictates to the group a list of words that includes the concepts from previously taught lessons in the level. In Part 2, Decodable Words, working one on one with the teacher, students individually read a list of decodable words that includes the concepts from previously taught lessons in the level. On the Mid-Level Test, students dictate words using sounds they have learned throughout the lessons. For example, the teacher asks the student to write the word tag. Students write the word using the phonics skills they have learned. The words are broken up based on short vowel sounds. Then, students read words based on short vowel sounds. The students receive one score for written words and one score for decoded words. Phonological Awareness is assessed through observation. In Level 1, students complete multiple phoneme segmentation activities. For example, in Lesson 6c, students use the circles from their manipulatives kit to segment sounds. The teacher says, "Listen to the sounds in the word fish." The students move circles for each sound they hear. Students sound out the word and work to change the first sound from /f/ to /d/ for the new word <i>dish</i>. This activity allows for</p>		
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	<p>teachers to assess by watching if students can isolate sounds, blend sounds, and then change sounds to make a new word. Concept Mastery Fluency Drills are also given to students to reinforce new concepts to build fluency. Students are given one minute to read all the words on the page. The teacher scores students based on correct words read. Lesson 1.1c uses short <i>a</i> words in the Concept Mastery Fluency Drill. Students read words, such as fast, ask, and land, multiple times until the time is up. The teacher marks the score on a Concept Mastery Fluency Drill Summary Sheet.</p>		
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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.

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. Alphabetic principles in the program. incorporate the use of letters and letter combinations to represent the speech sounds of language based on systematic and predictable relationships between written letters,</p>	<p> <input checked="" type="checkbox"/> Does not use three-cueing ▾ <input checked="" type="checkbox"/> Does not use visual memory ▾ <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>symbols, and spoken words. Students progressively learn phonics following the scope and sequence of the program that is aligned with natural language development. Phonics lessons begin in Step 3, Word Building, as students build words using manipulatives such as magnetic boards and Small Letter Sets. In Step 4, Decoding and Sentence Reading, students have the opportunity to use the Words and Sentences page in their workbooks for introductory and reinforcing lessons in reading decodable texts. Step 5, Prereading Introductory Lessons, students complete phoneme-grapheme analysis of one word containing the new concept. In Level 2, Reinforcing Lesson 4d: <i>qu</i>, Step 3, Word Building, students use two green and five white circles from their Manipulatives Kit to identify and manipulate sounds in words. Then, students write the letters that represent those sounds to build words. In Step 4, Decoding and Sentence Reading, students decode words in their workbook. Students underline the vowels, draw a smile under any letter teams, and draw a line between any syllables. In Step 5, students perform a Phoneme-Grapheme Analysis using the word problems. According to the Navigation Guide, S.P.I.R.E. Level 5,</p>		
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	<p>Teacher’s Guide, Lesson 1, Step 1 introduces students to a new phonograph card, letter C. Students learn the /s/ sound that C can make when followed by an e, i, or y. Step 3 involves working with the Phoneme Grapheme Sheet to build words using sound circles and then replacing the sound circles with letters. Step 4 involves decoding and sentence reading that focuses on the soft C. Step 6 is a Word Find activity where students engage with words containing Soft C multiple times and then read sentences with the new sound. Steps 7 through 10 include dictation of sounds, words, and sentences all focusing on the Soft C sound.</p>		
<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>Materials provide multiple opportunities and practice for students to master high-frequency words both in and out of context based on student need. Lessons provide practice of high-frequency words during each introductory lesson and reinforcement lesson. In Level 1, Teacher Guide 1a, students engage in a one-minute drill in introductory lessons which are administered one-on-one with each student and provide students with additional practice to increase automaticity and achieve increasing fluency with key high-frequency decodable words. In Step 1, Phonogram</p>	<ul style="list-style-type: none"> ✓ Does not use three-cueing ▾ ✓ Does not use visual memory ▾ ✓ Does not use MSV ▾ 	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>

	<p> Cards students read the words, the, has, a, and is. The teacher explains what makes each word a Red word. Students also use the words in sentences. Reading those same Red Words is reinforced again in Step 4, Decoding and Sentence Reading, and again in Step 6, Reading Comprehension. In the Level 1 Student Workbook, newly taught Red Words are underlined in the Student Workbooks in both sentences and passages as another opportunity to practice. Phonetically decodable words are introduced on green-colored word cards. Irregular words are introduced using red-colored word cards. In Level 1, Reinforcing, Lesson 6a: <i>sh</i>, Sight Word Cards 111–112 are introduced during Step 4. The words was and I are taught in Step 1 and then practiced in Step 4 during the sentence reading portion. Then, the words are read again in Step 6, using the passage on workbook page 150: Sad Fred. In the passage, the newly introduced words are underlined. In Level 4 Pre/Post tests, students read the sight words they are learning or have learned in Parts 2 and 3 of the assessment. Students read the sight words while decoding sentences and reading the passages. </p>		
<p> Required 2d) Resources and/or texts </p>	<p> Resources and/or texts provide ample practice of foundational reading skills </p>	<p> <input checked="" type="checkbox"/> Does not use three-cueing </p>	<p> Materials meet the requirements of Act 517 and remain a Tier 1 rating. </p>

<p>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>using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Each lesson includes a decodable text that is connected to the daily lesson. Students use the decodable readers to practice the foundational skills introduced or reviewed during instruction. Students engage in additional practice in their student workbooks. For example, in Level 3, Introductory Lesson 3: <i>ay</i>, students read <i>Otters</i> which supports students’ understanding of the sound <i>ay</i> represents. Words that support understanding include: clay, day, may, play, sprays, stay, stray, and way. Reinforcing Lesson 3a: <i>ay</i> includes the decodable passage “The Subway Ride,” Reinforcing Lesson 3b: <i>ay</i> contains the decodable passage “The Gray Day,” Reinforcing Lesson 3c: <i>ay</i> contains the decodable passage “The Best Day,” and Reinforcing Lesson 3d: <i>ay</i> contains the decodable passage, “The Rays of the Sun.” These passages are supported with corresponding lessons and Decodables Sets A and B for readers in Levels 1-6. Set A texts are included in the student reader, and Set B texts are new stories for students to independently practice. In Set 1A, Decodable Reader, <i>The Pet Hen</i>,</p>	<p> <input checked="" type="checkbox"/> Does not use visual memory ▾ <input checked="" type="checkbox"/> Does not use MSV ▾ </p>	
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	<p>includes a list of focus concept words with the vowel sound e and a list of previously taught skills that include consonant sounds and vowel sounds a, i, o, and u. Teachers encourage students to read this list of words before reading and then find the words on each page after reading.</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>Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Materials provide opportunities to make frequent connections between the acquisition of foundational skills and mean-making when appropriate. All texts are decodable which allow students to apply sound-spelling correspondences and build automaticity. Step 6 of each Reinforcing Lesson includes an embedded decodable passage which is used as an assessment to progress monitor. Each passage has end-of-line word counts to quickly provide a words-correct-per-minute (WCPM) count. The goal of these assessments is to strengthen oral reading fluency by increasing students' fluency each time they are assessed, as well as to obtain a words-correct-per-minute (WCPM) score. During the assessment, the teacher has</p>	<ul style="list-style-type: none"> ✓ Does not use three-cueing ▾ ✓ Does not use visual memory ▾ ✓ Does not use MSV ▾ 	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>

	<p> students complete a one-minute fluency probe. In Level 3, Reinforcing Lesson 5–7a: Suffixes, students read the passage, “The Yelling Tot.” Teachers assess students one at a time during a Concept Mastery Fluency Drill. In Level 3, Introductory Lesson 7: <i>-y, -ful, -ness, -less</i>, students engage in Concept Mastery Fluency Drill 3.7. In Level 6, Lesson 4: <i>ph</i>, students engage in lessons and activities that reinforce the <i>/ph/</i> sound to build fluency. In Step 3, Word Building, students use a manipulative kit of small letters to build words and sound them out as well as divide words into syllables. In Step 4, Decoding and Sentence Reading, students decode words with <i>ph</i>, practice <i>ph</i> automaticity, and develop vocabulary. In Step 5, students engage in Pre-Reading with a phoneme-grapheme analysis, letter/sound analysis, and syllable division. In Step 6, students read and complete a Word Find and sentence reading activity. To follow up with Level 6, in S.P.I.R.E. Blackline Master Level 6, Lesson 6.4, students engage in a Concept Mastery Fluency Drill. All of the words have either <i>/ph/</i> in the beginning or middle. The total word count is 82, and students have one minute to read. </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: **S.P.I.R.E. 4E**

Grade: **3-8**

Publisher: **EPS Learning by EPS Operations LLC**

Copyright: **2021**

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 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. Based on the Teachers Guide, each lesson is comprised of a ten-step process, with each step ranging from 2 to 15 minutes. Step 1, Phonogram Cards, is a 5-minute routine where students are introduced to new concepts and new phonograms, as well as review previously taught phonograms. Step 2, Phonological Awareness, is a 5-minute routine in which students segment and manipulate sounds, using one to three of the following activities: Rhyme Providing, Sound Categorization/Identification, Rhyme Categorization, Blending, Sound Providing, and Segmentation. Step 3, Word Building, is a 5-minute routine that provides students the opportunity to build individual words using a magnetic board and Small Letter Sets. Once students reach Levels 2-6, they also build new words using the Phoneme-Grapheme Sheet and manipulatives. Step</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>4, Decoding and Sentence Reading is a 10-minute routine where students complete Introductory and Reinforcing Lessons using the Words and Sentences page in their workbooks. During this step, students isolate the new concept, read words, and check comprehension. Step 5, Prereading, is a 5-minute routine. During Introductory Lessons, students complete a phoneme-grapheme analysis of one word with the new concept. During the Reinforcing Lessons, students complete a phoneme-grapheme analysis of a word from the passage taught in the lesson. Step 6, Reading and Reading Comprehension, requires 15 minutes in which students focus on reading and comprehension. During a Step 6 Introductory Lesson, students read and circle all the new concept words they can find in a Word Find. During Reinforcing Lessons of Step 6, students read passages while using visualization strategies to build meaning. Step 7, Sound Dictation, is a 2-minute routine in which students repeat ten dictated sounds, name the letter(s) for each sound, and then write the letter(s), naming them again as they write. Step 8, Prespelling is a 3-minute routine in which students analyze phoneme-grapheme relationships. Step 9, Spelling, is a 5-minute routine in which students encode dictated words. Finally, Step 10, Sentence Dictation, is a 15-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>minute routine that requires students to say and encode dictated sentences. Lessons should be approximately 70 minutes; however, the materials offer a Half Lesson Plan as well. Completing Full Lessons allows for levels to be completed in approximately 3-4 months while Half Lessons take approximately 6-7 months. Students should work in groups of six students or less. Students engage in both pre-and post-assessments throughout each level. The information from these assessments is entered into STAR, a program that scores and compiles the data from the assessments for the teacher. The data is broken down by assessment and used to drive instruction. According to the SPIRE + STAR + Placement, the test begins with Part A: Phonograms and then progresses to Part B: Word Lists from Levels 1-6.</p>
	<p>Required 1b) Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction. Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Diagnostic and progress monitoring tools are used to determine student placement within the materials and to inform instruction throughout to track student growth. Each level includes three assessments, including Pre-Level, Mid-Level, and Post-Level Tests. According to the S.P.I.R.E. Level 1 Teacher Guide, the Pre-Level Test is administered</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>to determine a student’s preliminary knowledge about the concepts taught in each level before instruction begins. The Pre-Level and Post-Level assessments are made up of four parts. In Part 1, Decodable Words, students read a list of decodable words that includes all concepts taught in the level. In Part 2, Decodable Sentences, students read a list of sentences that includes decodable and sight words from the level. In Part 3, Passage, students engage in a one-minute timed reading of a decodable passage that includes decodable and sight words from the level. In Part 4, Comprehension Questions, students independently finish reading the passage and then respond to short-answer questions about the passage from Part 3 for assessment of comprehension and vocabulary. The Mid-Level Test is administered midway through each level to measure the retention of previously learned concepts in the level. The Mid-Level Test is made up of two parts. In Part 1, Spelling, the teacher dictates to the group a list of words that includes the concepts from previously taught lessons in the level. In Part 2, Decodable Words, working one on one with the teacher, students individually read a list of decodable words that includes the concepts from previously taught lessons in the level. On the Mid-Level Test, students dictate</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>words using sounds they have learned throughout the lessons. For example, the teacher asks the student to write the word tag. Students write the word using the phonics skills they have learned. The words are broken up based on short vowel sounds. Then, students read words based on short vowel sounds. The students receive one score for written words and one score for decoded words. Phonological Awareness is assessed through observation. In Level 1, students complete multiple phoneme segmentation activities. For example, in Lesson 6c, students use the circles from their manipulatives kit to segment sounds. The teacher says, "Listen to the sounds in the word fish." The students move circles for each sound they hear. Students sound out the word and work to change the first sound from /f/ to /d/ for the new word <i>dish</i>. This activity allows teachers to assess by watching if students can isolate sounds, blend sounds, and then change sounds to make a new word. Concept Mastery Fluency Drills are also given to students to reinforce new concepts to build fluency. Students are given one minute to read all the words on the page. The teacher scores students based on correct words read. Lesson 1.1c uses short <i>a</i> words in the Concept Mastery Fluency Drill. Students read words, such as fast, ask, and land,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			multiple times until the time is up. The teacher marks the score on a Concept Mastery Fluency Drill Summary Sheet.
<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. Each lesson includes an explicit phonological awareness section that addresses Rhyme Providing, Sound Categorization/Identification, Rhyme Categorization, Blending, Sound Providing, and Segmentation. Lessons in Level 1, begin with three phonological awareness instructional steps. In Step 1, Phonogram Cards are used to introduce or review phonograms. In Step 2, students engage in phonological awareness activities such as Sound Identification. For example, in Lesson 1, students identify the short <i>a</i> vowel sound by raising their hands when they hear the short <i>a</i> vowel sound in the word the teacher has stated. In Step 3, students use letters to build, segment, and blend words. For example, in Reinforcing Lesson 2e: Short <i>i</i>, students use review phonograms and word card 110. Then, students use decoding skills to decode and read Decodable 1 Word Cards 16-26. In Level 2, Reinforcing Lesson 2d: <i>al</i>, students review previously taught phonograms and word cards and, then, decode and read Decodable 2 Word Cards 54-59. In Step 2, Phonological Awareness:</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Rhyme Providing, students identify and say rhyming words. The teacher says the word balm and asks students to name a word that rhymes with balm. The activity is then repeated with words: call, shell, gall, and melt. During Sound Providing, the teacher says small and asks, “What is the first sound you hear in small? (/s/) What is the next sound you hear in small? (/m/) What vowel sound do you hear in small? (/ö/) What is the last sound you hear in small? (/l/).” The activity is repeated with felt, hall, salt, and bald. In Level 3, Lesson 4, students participate in a Sound Deletion activity. The teacher tells the student to say handed, then say handed again but don’t say hand. Students say, /ed/. This routine is repeated with the words rented, landed, melted, played, smelled, called, winked, jumped, and stamped. In Level 5, Reinforcing Lessons 3-8b, Step 2, Phonological Awareness, students complete a Segmentation activity. The teacher says the word rake. Students use the circles from their manipulative kits (white for consonants and green for vowels) to show each phoneme in the word rake. Then, the teacher says the word brake, and students add on a phoneme to represent the number of phonemes in the word. The teacher repeats the second part of the activity by having students change brake to broke,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 2b) Materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p>	<p>Yes</p>	<p>broke to brick, brick to Rick, and Rick to rock.</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. Alphabetic principles in the program incorporate the use of letters and letter combinations to represent the speech sounds of language based on systematic and predictable relationships between written letters, symbols, and spoken words. Students progressively learn phonics following the scope and sequence of the program that is aligned with natural language development. Phonics lessons begin in Step 3, Word Building, as students build words using manipulatives such as magnetic boards and Small Letter Sets. In Step 4, Decoding and Sentence Reading, students have the opportunity to use the Words and Sentences page in their workbooks for introductory and reinforcing lessons in reading decodable texts. Step 5, Prereading Introductory Lessons, students complete phoneme-grapheme analysis of one word containing the new concept. In Level 2, Reinforcing Lesson 4d: <i>qu</i>, Step 3, Word Building, students use two green and five white circles from their Manipulatives Kit to identify and manipulate sounds in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>words. Then, students write the letters that represent those sounds to build words. In Step 4, Decoding and Sentence Reading, students decode words in their workbook. Students underline the vowels, draw a smile under any letter teams, and draw a line between any syllables. In Step 5, students perform a Phoneme-Grapheme Analysis using the word problems. According to the Navigation Guide, S.P.I.R.E. Level 5, Teacher’s Guide, Lesson 1, Step 1 introduces students to a new phonograph card, letter C. Students learn the /s/ sound that C can make when followed by an e, i, or y. Step 3 involves working with the Phoneme Grapheme Sheet to build words using sound circles and then replacing the sound circles with letters. Step 4 involves decoding and sentence reading that focuses on the soft C. Step 6 is a Word Find activity where students engage with words containing Soft C multiple times and then read sentences with the new sound. Steps 7 through 10 include dictation of sounds, words, and sentences all focusing on the Soft C sound.</p>
	<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>Yes</p>	<p>Materials provide multiple opportunities and practice for students to master high-frequency words both in and out of context based on student need. Lessons provide practice of high-frequency words</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>during each introductory lesson and reinforcement lesson. In Level 1, Teacher Guide 1a, students engage in a one-minute drill in introductory lessons which are administered one-on-one with each student and provide students with additional practice to increase automaticity and achieve increasing fluency with key high-frequency decodable words. In Step 1, Phonogram Cards students read the words, the, has, a, and is. The teacher explains what makes each word a Red word. Students also use the words in sentences. Reading those same Red Words is reinforced again in Step 4, Decoding and Sentence Reading, and again in Step 6, Reading Comprehension. In the Level 1 Student Workbook, newly taught Red Words are underlined in the Student Workbooks in both sentences and passages as another opportunity to practice. Phonetically decodable words are introduced on green-colored word cards. Irregular words are introduced using red-colored word cards. In Level 1, Reinforcing, Lesson 6a: sh, Sight Word Cards 111–112 are introduced during Step 4. The words was and I are taught in Step 1 and then practiced in Step 4 during the sentence reading portion. Then, the words are read again in Step 6, using the passage on workbook page 150: Sad Fred. In the passage, the newly introduced words are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			underlined. In Level 4 Pre/Posttests, students read the sight words they are learning or have learned in Parts 2 and 3 of the assessment. Students read the sight words while decoding sentences and reading the passages.
	<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>	Yes	<p>Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Each lesson includes a decodable text that is connected to the daily lesson. Students use the decodable readers to practice the foundational skills introduced or reviewed during instruction. Students engage in additional practice in their student workbooks. For example, in Level 3, Introductory Lesson 3: <i>ay</i>, students read <i>Otters</i> which supports students’ understanding of the sound <i>ay</i> represents. Words that support understanding include: clay, day, may, play, sprays, stay, stray, and way. Reinforcing Lesson 3a: <i>ay</i> includes the decodable passage “The Subway Ride,” Reinforcing Lesson 3b: <i>ay</i> contains the decodable passage “The Gray Day,” Reinforcing Lesson 3c: <i>ay</i> contains the decodable passage “The Best Day,” and Reinforcing Lesson 3d: <i>ay</i> contains the decodable passage, “The Rays of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Sun.” These passages are supported with corresponding lessons and Decodables Sets A and B for readers in Levels 1-6. Set A texts are included in the student reader, and Set B texts are new stories for students to independently practice. In Set 1A, Decodable Reader, <i>The Pet Hen</i> , includes a list of focus concept words with the vowel sound e and a list of previously taught skills that include consonant sounds and vowel sounds a, i, o, and u. Teachers encourage students to read this list of words before reading and then find the words on each page after reading.
	<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>	Yes	Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Materials provide opportunities to make frequent connections between the acquisition of foundational skills and mean-making when appropriate. All texts are decodable which allows students to apply sound-spelling correspondences and build automaticity. Step 6 of each Reinforcing Lesson includes an embedded decodable passage which is used as an assessment to progress monitor. Each passage has end-of-line word counts to quickly provide a words-correct-per-minute (WCPM) count. The goal of these assessments is to strengthen oral reading

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>fluency by increasing students' fluency each time they are assessed, as well as to obtain a words-correct-per-minute (WCPM) score. During the assessment, the teacher has students complete a one-minute fluency probe. In Level 3, Reinforcing Lesson 5–7a: Suffixes, students read the passage, "The Yelling Tot." Teachers assess students one at a time during a Concept Mastery Fluency Drill. In Level 3, Introductory Lesson 7: -y, -ful, -ness, -less, students engage in Concept Mastery Fluency Drill 3.7. In Level 6, Lesson 4: ph, students engage in lessons and activities that reinforce the /ph/ sound to build fluency. In Step 3, Word Building, students use a manipulative kit of small letters to build words and sound them out as well as divide words into syllables. In Step 4, Decoding and Sentence Reading, students decode words with ph, practice ph automaticity, and develop vocabulary. In Step 5, students engage in Pre-Reading with a phoneme-grapheme analysis, letter/sound analysis, and syllable division. In Step 6, students read and complete a Word Find and sentence reading activity. To follow up with Level 6, in S.P.I.R.E. Blackline Master Level 6, Lesson 6.4, students engage in a Concept Mastery Fluency Drill. All of the words have either /ph/ in the beginning or middle. The total word count is 82, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students have one minute to read.
<p>Non-negotiable 3. USABILITY AND SUPPORT:</p> <p>Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 3a) Materials provide clear, extensive guidance and support for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need and clearly communicate information about recommended intensity, intervention group size, and time requirements (e.g., 20 minutes a day, 4 days a week).</p>	<p>Yes</p>	<p>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. The materials are clear and concise and provide teachers with everything they need to effectively deliver instruction to students based on a ten-step instructional process. The Teacher’s Guide includes guidance for student placement and grouping, stating that the student grouping is based on student skills, not grade level, and that groups should include up to six students. Students who need more intensive instruction should have no more than two or three in their group. According to Level 1, Teacher Guide, the pacing varies according to the number of lessons required for each concept. Students with moderate needs may progress quicker than those students needing more intensive instruction. For students to make the maximum amount of progress, teacher guidance recommends that each student should receive an uninterrupted 45 to 60 minute lesson, five days a week with the option of breaking the lessons</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>into 30-minute blocks.</p> <p>Materials support a high level of student and teacher interaction. Materials provide teachers with guidance and suggested scripts/prompts to support explicit instruction. Teacher dialogues model clear, direct instruction that maximizes student verbal participation as well as interaction with the text. Materials include Phoneme Cards, student workbooks, online lesson materials, decodable readers, and dictation practice. Technology is incorporated with three options, including a print program where teachers use print and manipulatives, a hybrid program using SPIRE STAR with teacher materials online, and the online program iSPIRE where students work online with activities and materials and allows for real-time progress monitoring. In Level 1, Teacher Guide, Lesson 5, Introductory Lessons, students participate in a Word Find activity during Step 6. The activity supports teacher and student interaction as the teacher asks questions about short vowel <i>e</i>, and students respond verbally and by circling and coloring the <i>e</i> in the words on the workbook page. Students take turns reading all of their circled words aloud for five minutes. As students read the word, the teacher writes the word on the board, and students check it</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>off on their workbook page. In Level 1, Step 2, the students engage in a phonological awareness activity with the teacher who prompts students to close their eyes and listen to words. If they hear the /a/ sound, they raise their hand. This interaction allows for the teacher to observe students' understanding of the skill in a game-like format. In Level 3, Reinforcing Lesson 1a, students read the text "Late." The teacher prompts students to read the first section independently and then provides students with the opportunity to answer multiple comprehension questions. Students discuss the text with their peers and teacher as they gain a better understanding of what they are reading.</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 for students to receive feedback and set instructional goals. Materials enhance student engagement and learning through multimodal/multisensory resources and provide a wide</p>	<p>Required</p> <p>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>	<p>Yes</p>	<p>Materials include a wide variety of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band. The program includes 120 decodable readers which address topics in science, social studies, and literature. Genres include biographies, poetry, Greek myths, and science and social studies articles. Decodables Set 1A includes ten texts that students read that address all the short vowels, /sh/, /ch/, /th/, /wh/, /ng/, and /nk/. Within this text set, students read</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
variety of resources/texts. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			age-appropriate, engaging ebooks that begin with simple words and sentences and progress. As the levels progress, the stories that students read also progress. In Set B Decodables, students read longer books that include scenarios they can relate to. For example, students read <i>Stage Fright</i> which addresses a wide array of previously taught skills and includes a topic that students may have already experienced or may experience in the future. In addition to the readers, student workbooks include decodable texts. Lesson 4.1–3a: <i>ea</i> , includes the passage “Basketball Dreams.” Decodables Set 5A includes ten readers. The readers include both fiction and non-fiction. In this set, students read about heat, deserts of the world, and moths and butterflies. Decodable Set 5a includes <i>Moose in Love: A Real Story</i> , Decodable Set 2a includes <i>The Whale</i> , and Decodable Set 6a includes <i>The Tomb of King Tut</i> .
	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/or techniques that enhance student engagement and learning. The materials provide students with kinesthetic, visual, and auditory opportunities that enhance student engagement and understanding of skills. In the Level 2 Teacher Guide, Lesson 1, students progress through ten steps. In the first step, students look at

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>letter and letter teams. They say the name of the letter or letter team and then its sound. In Step 2, students use manipulatives for each sound they hear. The green circles are used for vowel sounds and the white circles are used for consonant sounds. In Step 3, students use the Small Letter Set from the manipulative kit to build words. In Level 2 Teacher Guide, Lesson 7 introduces students to the concept of the long a sound with a silent e. The lesson begins with Phonogram Cards. After teacher modeling, students say the sound for the letter or letter teams they see on the cards. Then, the teacher writes words on the board, and the students add the silent e to the end of the words and take turns saying the new word. In Step 4 of this lesson, Decoding and Sentence Reading, students read words from left to right and row by row, underline the vowels, draw a smiley under any letter teams, draw a line between syllables, and mark silent e's by crossing out the e and drawing a curved line from the e back over the consonant. In Level 3, Introductory Lesson 4: -ed, Step 3, Word Building, students use the Small Letter Set from their Manipulatives Kit to build words with the suffix -ed. To begin, the teacher says the word land and asks the following questions: "How many sounds do you hear in the word land?" and "What is the first sound you hear in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>land?” The teacher then directs students to “Bring down the Small Letter that makes the sound /l/.” This process continues until all students have used the manipulative tiles to spell the word land. Then, the teacher says, “Now let’s change the word to landed. What do we need to add?” The teacher directs students to “Bring down the new blue Small Letter <i>ed</i> and put it at the end of the word <i>land</i>.” Then, the teacher directs students to sound out the new word they have built, /l/ /a/ /n/ d/ /ed/. This process continues as students continue to use the manipulative tiles to build words and add the suffix <i>-ed</i>. Words included in the lesson are rent, play, melt, stay, jump, call, and wink.</p>
	<p>Required 4c) Materials include regular opportunities and tools for students to receive immediate feedback on and track their progress toward proficiency and/or understanding.</p>	<p>Yes</p>	<p>Materials include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding. The materials include multiple and ongoing assessments, including informal assessments in every lesson, Initial Placement Tests prior to beginning each new level, Concept Assessments, Concept Mastery Fluency Drills, and Pre-, Post- and Mid-Level assessments. Assessment tracking sheets can be found at the end of each Blackline Masters book for each level. For example, Blackline Master, Level 4, includes a Pre-Level Test and a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Post-Level Test. The Pre-Level Test is administered prior to students starting the level and again when the level has been completed. The assessment is made up of four parts. In Part 1, students read a list of 40 decodable words that include all concepts taught in Level 4. In Part 2, students read a list of 20 sentences that include decodable and sight words from Level 4. In Part 3, students complete a one-minute timed reading of a decodable passage. In Part 4, students independently read the passage from Part 3 and then respond to short-answer questions about the passage for assessment of comprehension and vocabulary. The Student Workbooks include Fluency Tracking Sheets for students to use during reading to self-monitor and track their personal progress. Materials also include Concept Assessments, short progress monitoring tools used to show students progress and inform teachers when students are ready to move on to a new concept. Concept Mastery Fluency Drills identify students who need more practice and include progress charts that are viewable by both the teacher and the student. Lessons provide students the opportunity to receive feedback as well. In Level 3 Reinforcing Lesson 1a, students complete a reading comprehension activity. At the end of the activity, students complete a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>one-minute fluency probe on “Late” in their workbook. The teacher provides feedback both confirming and corrective. Students record how many words per minute they read on their tracking sheet.</p> <p>Materials are easy to use and well-organized for teachers. Program resources include the following: Sounds Sensible 3E (Pre-Level 1) Teacher Edition Kit, Sounds Sensible Workbook, Sounds Sensible Traffic Light Handwriting Chart, S.P.I.R.E 4E Single-Level Teacher Sets, Phoneme Segmentation Chart, SPIRE Student Bundle, Student Manipulatives Kit, and Illustrated Decodable Readers. The materials include teacher guidance that explains how and when each of the items are used. Each Teacher Guide provides lesson planning guides and scripted lessons for each skill taught. The guides include explicit instruction that ensures teachers know exactly what they are teaching during each step of the lesson. Guidance includes how many minutes the lesson should be taught, as well as how to modify lessons if there is not enough time to deliver instruction. Each section includes an approximate time for completion in the explanation guide. Each Single Level Set provides essential materials needed to teach each level of the program. For example, the Level 2 Teacher Guide includes a scope</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and sequence that begins with Sounds Sensible and then provides the next six levels. Scaffolded Teacher Support provides examples of teacher dialogue at every step. Teacher dialogue models clear, direct instruction that maximizes student verbal participation as well as student interaction with the text. The Teacher’s Guide also provides exact wording for what teachers should say to students and what students should do for their activity. The words are bold in black for ease of access. It also provides an example for what teachers may need to show or reteach if students do not understand the skills. Blackline Masters offer the following: blank lesson planners, keyword concept sheets, sight Word Find sheets, dictation paper, graphic organizers, and Concept Mastery Fluency Drills, as well as, assessment resources.</p>
<p>SECTION III: ADDITIONAL INFORMATION</p>			
<p>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</p>			
<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. Lessons include phonetically controlled vocabulary words with every lesson and explicit vocabulary development. The materials offer three daily components to support students at the word-level “for the purpose of comprehension.” Steps 4-6 support students’ development of word</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>knowledge through Step 4, Decoding and Sentence Reading, Step 5, Prereading, and Step 6, Reading. In Step 4, students “use their newly learned decoding and word identification strategies” to read texts while the teacher addresses: synonyms, homonyms, and multiple-meaning words. In Step 5, the teacher provides or activates prior knowledge to support reading and comprehension. In Step 6, the teacher leads a discussion of the text while focusing on the meaning of words and ensures comprehension by asking “high-level” questions. Teacher Guide Level 1, Appendix A9, includes additional teacher resources which include vocabulary development. Guidance encourages teachers to address challenging vocabulary that students encounter in every lesson. Teachers may focus on the pre-chosen words from Step 4 of Introductory Lessons, or they may choose words from any step. The materials include multisensory vocabulary strategies that teachers can use for students to understand and apply word meanings. For example, one strategy is visualizing in which students close their eyes, make a mental picture of the word, and then describe the word using details from their senses. Another strategy is classifying words in which students group words with similar meanings. In Teacher Guide Level 1, Reinforcing Lesson 2c, Step</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>4: Decoding and Sentence Reading, students use their newly learned decoding and word identification strategies and apply it to the reading in the Student Workbook. Students read the sentence silently and the teacher reminds them to make a picture in their mind as they read to help them understand the meaning of the words in the sentence. In Level 3 Reinforcing 1a Step 5, students participate in a pre-reading activity. The teacher introduces the story and asks students questions about being late. This helps to build students' understanding of certain terms that may be used in the story without looking up a definition. The teacher provides real-world conversation and examples of the terms students may not understand.</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 an understanding of texts. Materials encourage students to apply their decoding ability in comprehending reading situations. Steps 4-6 of every lesson help students use their word-level learning for the purpose of comprehension. Step 4 is Decoding and Sentence Reading. Step 5 is Prereading, and Step 6 is Reading. In Teacher Guide Level 1, Lesson 8b, Step 4, students complete their workbook page. 191. Students look at the sentences on the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>bottom of the page and silently read while making a mental picture of what is happening in each sentence. The teacher follows up with questions to support and assess comprehension. In Level 1, Lesson 8b, Step 6, students read the passage “A Bug in the Shed.” In this step, students read sections of the passage silently, answer questions about each section, and then read the passage again. Students then complete a comprehension activity using a graphic organizer in their workbook. The students use the information from the passage and their prior knowledge of bugs to draw a conclusion about a bug in the story. In Level 3, Reinforcing Lesson 1b, students read <i>The Big Catch</i>. Students read the text selection silently and then respond to questions such as: “When does Jake like to fish at the pond?” “What does Fred want to catch?” “What will Fred’s mom do when they get home?” and “Who is impressed with the fish?” This provides students the opportunity to express their understanding of what they read. Then, students complete the Comprehension Activity: Cause and Effect. Students complete the What/Why Graphic Organizer by identifying what happened in the story and explaining why it happened.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. Non-negotiable Criteria of Superior Quality	1. Program Design	Yes	Materials and instructional approaches support the rubric definition for intensive reading interventions and 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 and 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 words both in and out of context based on student need. 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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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.
	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	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 provide a variety of multimodal/multisensory resources and/or techniques that enhance student engagement and learning. Materials include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding. Materials are easy to use and well-organized for teachers.
III. Additional Information	5. Additional Information	Not Scored	Materials provide explicit vocabulary instruction and practice that focuses on

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			word-learning strategies. Materials provide multiple opportunities and practice for students to demonstrate an understanding of texts.
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

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

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.