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: **Leveled Literacy**   Grade: **3-5**

Publisher: **Greenwood Publishing LLC dba Heinemann**   Copyright: **2014-2018**

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

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

STRONG	WEAK
1. Program Design (Non-negotiable)	2. Instructional Design (Non-negotiable)
3. Usability and Support (Non-negotiable)	

Scoring Guidance[1]:

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

- Review the **required[2]** Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criteria 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. Materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criterion of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criterion.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criterion.

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

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

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

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[1]The tiering system in the LDOE's Online Instructional Materials Review process is used to rate the materials' degree of alignment to state standards, using the respective rubric. The term "tier" in this rating context does not correspond to student achievement levels or degree of needed support commonly used in intervention settings.

[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 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. ☒ Yes ☐ No	**Required** **1a)** Materials and instructional approaches **support** the rubric definition for intensive reading intervention. Intensive instruction can be reasonably implemented within school hours.	Yes	Materials include a range of reading foundational skills lessons that can be reasonably completed within a school day, and include the tools necessary to evaluate deficits in foundational reading skills. Materials and instructional approaches support the rubric definition for intensive reading interventions. Appendix A includes Overviews for each system. For example, The Blue System is designed to be a 30-minute lesson for 5 days a week and can have up to 3 students per group for 14-18+ weeks of explicit, intensive instruction. For the remaining systems, the lessons are designed to be 45-minutes long for small groups of 4 students, 5 days a week for 18-24+ weeks of explicit, intensive instruction. The lessons do not include explicit instruction in phonological awareness, but are designed around phonics and fluency. For example, the Gold System's lessons follow two different structures. The odd-numbered lessons have 4 parts (Discussing a Familiar Text 5 minutes, Revisiting the Familiar Text 5 minutes, Phonics/Word Study 10 minutes, and Reading a New Book 25 minutes). The even-numbered lessons have 5 parts (Revisiting the Familiar Text 5 minutes, Rereading and Assessment 5 minutes, Writing about Reading 15 minutes, Phonics/Word Study 10 minutes, and Reading a New Book 10 minutes). Phonics are components of the K-5 sections where

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students are working towards the Reading for Foundational Skills, Phonics and Word Recognition standard, "Know and apply grade-level phonics and word analysis skills in decoding words". Reading for Foundational Skills, Fluency standard, "Read with sufficient accuracy and fluency to support comprehension," is present in Grades 1-6. The materials include initial and ongoing assessments, progress-monitoring, and record-keeping instruments. The assessments help determine appropriate reading levels for grouping. Progress monitoring procedures are put in place in a consistent and systematic way throughout the program. Additionally, there is a Recording Form for each instructional-level book read in the system.
	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.	Yes	Materials provide a diagnostic measure to identify skill gaps in the area of foundational reading skills, provide guidance for the usage of the diagnostic measure, and provide regular and systematic progress monitoring opportunities. This program uses Reading Levels to organize its lessons into Systems. The evaluator determines the point of entry in the intervention, and additional assessments are used to guide the evaluator to the appropriate Benchmark Assessment to begin with. In the Leveled Literacy Intervention (LLI) Green Lesson Guide Volume 1, page 12, the publisher provides a list of Reading and Writing behaviors that the readers should be able to do after the lesson for the teacher to be able to track progress in the group. Some of the behaviors for Reading

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			include voice-print match, reading and pointing to the words, recognizing space between the words, discussing character, and identifying rhymes. For entry to LLI, it is necessary to assess the child's instructional and independent reading levels. The materials recommend using, "Fountas & Pinnell Benchmark Assessment System 1" as it aligns with the LLI levels. In addition, a teacher would be able to choose a specific assessment from the optional benchmark assessment. These optional benchmark assessments include a "where-to-start-test, reading interview, six dimensions of fluency rubric, phonics and word analysis assessments, and vocabulary assessments."
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. ☐ Yes ☒ No	**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).	**No**	Materials do not provide systematic and explicit phonological awareness instruction. Some evidence of phonological awareness instruction was found in the LLI Green Guides and the LLI Blue System Guides in the Phonics/Word Work sections; however, the instruction often incorporated pictures, letters, and words which reflect components of phonics instruction and not phonological awareness. The Phonics/Word Work sections do not exclusively focus on phonological awareness, but often blend some phonological awareness with phonics instruction. Other Phonics/Word Work sections focused solely on phonics instruction. The materials have inconsistent practice throughout all levels. For example, when referring to Appendix E - Red - System Map for Word Study, the map only focuses on

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Phonics activities such as compound words, phonograms ending in double letters, inflectional endings, vowel patterns, and homophones.
	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.	Yes	Materials do provide systematic and explicit phonics instruction. Each lesson has an increment of time designated specifically for explicit phonics instruction. The LLI Purple Lesson Guide Volume 6, Level W, Lesson 172 has an increment of time designated to the long *a* vowel patterns in accented syllables. In this part of the lesson, students are given a set of words where they listen to the words, break the words apart, identify the letters that represent the long a sound, and then practice saying the words. Also, the LLI Gold System Guide (pages 1-90) outlines that each level within the systems provides a combination of reading, writing, and phonics/word study. In the LLI Red System (Levels L-Q), students engage in intensive work in comprehension, vocabulary fluency, phonics, word study and writing about reading. In the 45-minute Standard Lesson Framework, 10 minutes is devoted to Phonics/Word Study. In the Phonics/Word Study portion of the lesson, a specific principle is listed at the top of the chart. These principles are drawn from The Literacy Continuum.
	Required **2c)** Materials provide multiple opportunities and practice for students to master **high-frequency and/or irregular** words based on student need.	Yes	Materials provide multiple opportunities and practice for students to master high-frequency and/or irregular words based on student need, according to the requirements

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			outlined in the standards. All lessons in the LLI Green Guide, Volume 1 include a Letter/Word Work section which includes practice with high frequency words. For example, in Lesson 6, students practice the words his, he, it, in, and no. The teacher writes the word on the board, reads the word, and uses it in a sentence. The materials suggest having the students show the teacher the word in the book they are reading. Students then use magnetic letters to make and say the words several times. Students add these words to their word bag. Suggestions for activities for the word bags are provided in some of the lessons, such as Lesson 6, and in the LLI Green System Guide. In the Lesson 6 activity, students lay out the words on the table, the teacher asks them to find a word and put it in their bag, and these steps repeat until all words are back in the bag. The LLI Green System guide also includes guidance for teachers for students who are not mastering the words, such as, "take inventory on the words that seem to be very difficult… stop adding new words for a while and use a variety of methods to help children learn harder words." Example activities and general guidance is provided for teachers for activities to help students master high frequency words. Another example is evidenced in the LLI Green Lesson Guide, Volume 2, Level G, Lesson 77 which includes a Word Work section that focuses on learning words that students see many times because they help the student to read and write. The words

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			used in this lesson are stop, away, soon and how. Practice of high frequency and irregular words is also evidenced in the LLI Blue Guide. For example, the LLI Blue Lesson Guide, Volume 1, Level C, Lesson 10 has an optional Word Work section that focuses on learning high-frequency words and emphasizes that mastering these words will help students to read and write. The students participate in a game called Lotto, similar to the game of Bingo, where the students identify the words (an, it, look, in, got, see, and come, this, me, at). Also, in FP_LA ELA standard correlation, Grade 2 students have the opportunity to "Recognize and use the past tense of irregular verbs, which do not use the suffix -ed: e.g., come/came, eat/ate, fall/fell, grow/grew, teach/taught."
	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.	**No**	Materials do not provide ample practice of foundational reading skills using texts (e.g., decodable readers) that allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. The texts included for practice do not connect to the foundational skills being addressed in connected lessons. Students learn new phonics patterns but do not explicitly read to practice the skill just taught. For example, in LLI Green Lesson Guide, Volume 2, Level D, Lesson 41, students learn the patterns _ap and _et. Students then read "The Three Little Pigs." Instead of providing explicit practice on the phonics patterns just taught, the materials provide guidance for discussing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			elements of text. Although "let" and "get" were evidenced in the book, the text did not provide frequent and explicit practice of the phonics patterns just taught. Additionally, the text includes words that have phonic patterns not previously learned, such as "wolf." In the following lesson, Lesson 42, students continue to practice _ap and _et, along with _ad, _ip, and _ag. Students then read the book "Snap"; however, no evidence of explicitly practicing _ap is evidenced in the book with the exception of the title. This similar format is evidenced across Lesson Guides.
	Required **2e)** Materials include varied and frequent opportunities for students to engage in supported practice to gain reading **fluency** with accuracy and automaticity. Based on student need, resources and/or texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression. Materials provide teacher guidance to support students as they confirm or self-correct errors. Materials provide opportunities to make frequent connections between the acquisition of foundational skills and meaning-making when appropriate.	Yes	Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Each lesson provided in this curriculum has a part of the lesson that practices fluency. In addition to the lessons, the assessments also focus on fluency through running records. The LLI Red Lesson Guide Volume 2, Level N, Lesson 87 focuses on reading questions with intonation that reflects understanding. This lesson includes an echo reading fluency activity for intonation. The teacher reads a part of the text read the day prior, the students echo the teacher's read, and then the students practice reading with the correct intonation with a partner. LLI lessons utilize six dimensions of fluency in the lessons (pausing, phrasing, word stress, intonation, rate and integration). Teaching fluency is systematic as evidenced in the LLI Purple Guide which outlines strategies

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			for teaching for fluency in LLI Lessons as "revising the text to improve fluency, phrased reading, echo reading, assisted reading, rate mover, reader's theater, paired reading, notice and use punctuation, notice and use sentence structure, self-monitoring rate, word reading: automaticity."
Non-negotiable **3. USABILITY AND SUPPORT:** Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction. ☒ Yes ☐ No	**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).	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 and clearly communicate information about recommended intensity, intervention group size, and time requirements. As outlined in the LLI Purple System Grade 5, Levels R-W guidebook, the program clearly outlines guidelines for implementation. Page 22 states that it should be used "45 minutes a day, 5 days a week for optimal results and intensity. 4 students per group. 10-24+ weeks of explicit, intensive instruction."
	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 LLI Purple System guide provides information on their standard lesson framework. Page 22 describes both their odd and even number standard lesson framework. The odd number lessons include discussing yesterday's new book, comprehension, vocabulary or fluency, phonics/word study, reading a new book (introducing the text, reading the text, discussing and revisiting the text, teaching point). Each component has opportunities for

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			interactions between both teacher and the student. The LLI Purple system provides sample questions and indicates space for students to respond. For example page 24 states for the teacher to say "When you finish reading, let's talk about why cavers want to explore." Students read and respond. There are also examples of Say and Sorts on page 26 of the LLI Purple System.
Section II: Additional Criterion 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. ☐ Yes ☐ No	**Required** **4a)** Materials include a **wide variety** of prose, poetry, and informational resources and texts that are engaging, content-rich, and age-appropriate for the targeted grade band.	Not Evaluated	This section was not evaluated because the nonnegotiable criteria were not met.
	Required **4b)** Materials provide **multimodal/multisensory** resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).	Not Evaluated	This section was not evaluated because the nonnegotiable criteria were not met.
	Required **4c)** Materials include regular opportunities and tools for students to receive **feedback** on and track their progress toward proficiency and/or understanding. Materials include goal tracking tools with directions on their use. There is a process for setting individual student goals. Feedback comes from the teacher, peers, and/or student self-assessment or reflection.	Not Evaluated	This section was not evaluated because the nonnegotiable criteria were not met.
	Required **4d)** Materials are **easy to use and well organized** for teachers. Teacher editions are concise and easy to	Not Evaluated	This section was not evaluated because the nonnegotiable criteria were not met.

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	manage with clear connections between teacher resources. Materials contain ample and useful annotations and suggestions to support implementation.		

FINAL EVALUATION
Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for the Additional Criterion of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but a "No" for the Additional Criterion of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I. Non-negotiable Criteria of Superior Quality	1. Program Design	Yes	Materials include a range of reading foundational skills lessons that can reasonably be completed within a school day and include the tools necessary to evaluate deficits in foundational reading skills. Materials and instructional approaches support the rubric definition for intensive reading interventions. Materials provide a diagnostic measure to identify skill gaps in the area of foundational reading skills, provide guidance for the usage of the diagnostic measure, and provide regular and systematic progress monitoring opportunities.
	2. Instructional Design	No	Materials do not include systematic and explicit instruction in phonological awareness and do not provide ample practice of foundational reading skills using texts allowing for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			skills in decoding words. The materials do, however, provide systematic and explicit phonics instruction, multiple opportunities and practice for students to master high-frequency and/or irregular words based on student need, and 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 do 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. Materials support a high level of student and teacher interaction.
II. Additional Criterion of Superior Quality	4. Additional Indicators of Superior Quality	**Not Evaluated**	This section was not evaluated because the nonnegotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing 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 2019-2020 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Ascension, Beauregard, Bossier, Caddo, Calcasieu, Caldwell, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, Jefferson, Jefferson Davis, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Livingston, LSU Lab School, Orleans, Orleans/Lusher Charter School, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, RSD Choice Foundation, St. John the Baptist, St. Charles, St. James, St. Landry, St. Mary, St. Tammany, Tangipahoa, Vermillion, Vernon, West Baton Rouge, West Feliciana, and Zachary. This review represents the work of current classroom teachers with experience in grades K-8.

Appendix I.

Publisher Response

Foundations of Reading
Intensive Intervention Materials Grades 3-8

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

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

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

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

Title: **Leveled Literacy**   Grade: **3-5**

Publisher: **Greenwood Publishing LLC dba Heinemann**   Copyright: **2014-2018**

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

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

STRONG	WEAK
1. Program Design (Non-negotiable)	2. Instructional Design (Non-negotiable)
3. Usability and Support (Non-negotiable)	

Scoring Guidance[1]:

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

- Review the **required**[2] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criteria 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. Materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criterion of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criterion.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criterion.

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for the Additional Criterion of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but a "No" for the Additional Criterion of Superior Quality.
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[2] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
Section I: Non-negotiable Criteria of Superior Quality **Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.**				
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. ☒ Yes ☐ No	**Required** **1a)** Materials and instructional approaches **support** the rubric definition for intensive reading intervention. Intensive instruction can be reasonably implemented within school hours.	**Yes**	Materials include a range of reading foundational skills lessons that can be reasonably completed within a school day, and include the tools necessary to evaluate deficits in foundational reading skills. Materials and instructional approaches support the rubric definition for intensive reading interventions. Appendix A includes Overviews for each system. For example, The Blue System is designed to be a 30-minute lesson for 5 days a week and can have up to 3 students per group for 14-18+ weeks of explicit, intensive instruction. For the remaining systems, the lessons are designed to be 45-minutes long for small groups of 4 students, 5 days a week for 18-24+ weeks of explicit, intensive instruction. The lessons do not include explicit instruction in phonological awareness, but are designed around phonics and fluency. For example, the Gold System's lessons follow two different structures. The odd-numbered lessons have 4 parts (Discussing a Familiar Text 5 minutes, Revisiting the Familiar Text 5 minutes, Phonics/Word Study 10 minutes, and Reading a New Book 25 minutes). The even-numbered lessons have 5 parts (Revisiting the Familiar Text 5 minutes, Rereading and Assessment 5 minutes, Writing about Reading 15 minutes, Phonics/Word Study 10 minutes, and Reading a New Book 10 minutes). Phonics are components of the K-5 sections where	

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			students are working towards the Reading for Foundational Skills, Phonics and Word Recognition standard, "Know and apply grade-level phonics and word analysis skills in decoding words". Reading for Foundational Skills, Fluency standard, "Read with sufficient accuracy and fluency to support comprehension," is present in Grades 1-6. The materials include initial and ongoing assessments, progress-monitoring, and record-keeping instruments. The assessments help determine appropriate reading levels for grouping. Progress monitoring procedures are put in place in a consistent and systematic way throughout the program. Additionally, there is a Recording Form for each instructional-level book read in the system.	
	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.	Yes	Materials provide a diagnostic measure to identify skill gaps in the area of foundational reading skills, provide guidance for the usage of the diagnostic measure, and provide regular and systematic progress monitoring opportunities. This program uses Reading Levels to organize its lessons into Systems. The evaluator determines the point of entry in the intervention, and additional assessments are used to guide the evaluator to the appropriate Benchmark Assessment to begin with. In the Leveled Literacy Intervention (LLI) Green Lesson Guide Volume 1, page 12, the publisher provides a list of Reading and Writing behaviors that the readers should be able to do after the lesson for the teacher to be able to track progress in	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			the group. Some of the behaviors for Reading include voice-print match, reading and pointing to the words, recognizing space between the words, discussing character, and identifying rhymes. For entry to LLI, it is necessary to assess the child's instructional and independent reading levels. The materials recommend using, "Fountas & Pinnell Benchmark Assessment System 1" as it aligns with the LLI levels. In addition, a teacher would be able to choose a specific assessment from the optional benchmark assessment. These optional benchmark assessments include a "where-to-start-test, reading interview, six dimensions of fluency rubric, phonics and word analysis assessments, and vocabulary assessments."	
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. ☐ Yes ☒ No	**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).	**No**	Materials do not provide systematic and explicit phonological awareness instruction. Some evidence of phonological awareness instruction was found in the LLI Green Guides and the LLI Blue System Guides in the Phonics/Word Work sections; however, the instruction often incorporated pictures, letters, and words which reflect components of phonics instruction and not phonological awareness. The Phonics/Word Work sections do not exclusively focus on phonological awareness, but often blend some phonological awareness with phonics instruction. Other Phonics/Word Work sections focused solely on phonics instruction. The materials have inconsistent practice throughout all levels. For example,	Fountas & Pinnell describe phonological awareness as the awareness of words, rhyming words, onsets and rimes, syllables, and individual sounds (phonemes). A key to becoming literate is the ability to hear the sounds in words. Hearing individual sounds allows the learner to connect sounds and letters. A general response to the sounds of language is called phonological awareness. As learners become more aware of language, they notice sounds in a more detailed way. Phonemic awareness involves recognizing the individual sounds in words and, eventually, being able to identify, isolate, and manipulate them. Children who can hear sounds in words have an advantage in that they can connect specific sounds with the letters that represent them. Most children gain complete control over this area of learning by the end of grade 2.

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			when referring to Appendix E - Red - System Map for Word Study, the map only focuses on Phonics activities such as compound words, phonograms ending in double letters, inflectional endings, vowel patterns, and homophones.	Phonological awareness has been described as something that can be taught "in the dark," referring to the auditory nature of the teaching and learning that builds competencies in this area. While this is technically true, students who find literacy learning difficult, especially those in grades 3-8, must accelerate their progress in order to be able to participate in classroom instruction. These students do not have the time to "master" phonological awareness before they begin to attach their understandings to individual letters and word parts. LLI provides powerful opportunities for direct instruction and practice in the area of phonological awareness that immediately link to phonics instruction, and more importantly to reading and writing continuous texts. It is critical for intermediate and middle school students in need of intervention to use phonological awareness and other powerful principles of phonics and word study to help them problems solve as they read and write. This body of knowledge contributes to decoding and encoding proficiency, and the expansion of vocabulary and spelling. The lessons in *LLI* Orange and Green include systematic phonics. A component of every lesson focuses on key aspects of phonics learning—phonological awareness, letter knowledge, letter-sound relationships, spelling patterns, high-frequency words, vocabulary, word structure, and word-solving actions (that is the fast application of phonics knowledge while processing print). RESEARCH BASE

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				• "If children are to benefit from phonics instruction, they need phonemic awareness. The reason is obvious: children who cannot hear and work with the phonemes of spoken words will have a difficult time learning how to relate these phonemes to the graphemes when they see them in written words" (Armbruster et al. 2006, 1). • "It is essential to teach letters as well as phonemic awareness to beginners. Phonological awareness training is more effective when children are taught to use letters to manipulate phonemes. This is because knowledge of letters is essential for transfer to reading and spelling" (NICHD 2001a). • "Phonological awareness, particularly at the phoneme level, has a direct role in many components of literacy development including decoding and spelling. There is a link between phoneme-level awareness and decoding and encoding in alphabetic writing systems because graphemes (letters) represent phonemes (sounds) in written words. That is, phoneme-level awareness, in conjunction with alphabet knowledge, enables children to understand how graphemes are mapped onto phonemes and blended to form spoken words (Adams 1990; Sharem 1995). Additionally, PA has an indirect effect on reading

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				comprehension because decoding skill is related to reading fluency, which, in turn, aids comprehension (LaBerge & Samuels, 1974; Storch & Whitehurst, 2001)"(International Literacy Association 2020).
	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.	Yes	Materials do provide systematic and explicit phonics instruction. Each lesson has an increment of time designated specifically for explicit phonics instruction. The LLI Purple Lesson Guide Volume 6, Level W, Lesson 172 has an increment of time designated to the long *a* vowel patterns in accented syllables. In this part of the lesson, students are given a set of words where they listen to the words, break the words apart, identify the letters that represent the long a sound, and then practice saying the words. Also, the LLI Gold System Guide (pages 1-90) outlines that each level within the systems provides a combination of reading, writing, and phonics/word study. In the LLI Red System (Levels L-Q), students engage in intensive work in comprehension, vocabulary fluency, phonics, word study and writing about reading. In the 45-minute Standard Lesson Framework, 10 minutes is devoted to Phonics/Word Study. In the Phonics/Word Study portion of the lesson, a specific principle is listed at the top of the chart. These principles are drawn from The Literacy Continuum.	

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	Required **2c)** Materials provide multiple opportunities and practice for students to master **high-frequency and/or irregular** words based on student need.	Yes	Materials provide multiple opportunities and practice for students to master high-frequency and/or irregular words based on student need, according to the requirements outlined in the standards. All lessons in the LLI Green Guide, Volume 1 include a Letter/Word Work section which includes practice with high frequency words. For example, in Lesson 6, students practice the words his, he, it, in, and no. The teacher writes the word on the board, reads the word, and uses it in a sentence. The materials suggest having the students show the teacher the word in the book they are reading. Students then use magnetic letters to make and say the words several times. Students add these words to their word bag. Suggestions for activities for the word bags are provided in some of the lessons, such as Lesson 6, and in the LLI Green System Guide. In the Lesson 6 activity, students lay out the words on the table, the teacher asks them to find a word and put it in their bag, and these steps repeat until all words are back in the bag. The LLI Green System guide also includes guidance for teachers for students who are not mastering the words, such as, "take inventory on the words that seem to be very difficult… stop adding new words for a while and use a variety of methods to help children learn harder words." Example activities and general guidance is provided for teachers for activities to help students master high frequency words. Another example is evidenced in the	

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			LLI Green Lesson Guide, Volume 2, Level G, Lesson 77 which includes a Word Work section that focuses on learning words that students see many times because they help the student to read and write. The words used in this lesson are stop, away, soon and how. Practice of high frequency and irregular words is also evidenced in the LLI Blue Guide. For example, the LLI Blue Lesson Guide, Volume 1, Level C, Lesson 10 has an optional Word Work section that focuses on learning high-frequency words and emphasizes that mastering these words will help students to read and write. The students participate in a game called Lotto, similar to the game of Bingo, where the students identify the words (an, it, look, in, got, see, and come, this, me, at). Also, in FP_LA ELA standard correlation, Grade 2 students have the opportunity to "Recognize and use the past tense of irregular verbs, which do not use the suffix -ed: e.g., come/came, eat/ate, fall/fell, grow/grew, teach/taught."	
	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.	**No**	Materials do not provide ample practice of foundational reading skills using texts (e.g., decodable readers) that allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. The texts included for practice do not connect to the foundational skills being addressed in connected lessons. Students learn new phonics patterns but do not explicitly read to practice the skill just taught. For example, in	Readers who struggle need a careful, effective match to a text, one that enables them to read more challenging material through which they can increase proficiency. Texts should be matched to students' instructional level, and students must be supported by teaching that will ensure that readers effectively use strategic actions. In this way, they can progress up a "ladder of difficulty" (a gradient of texts) and build their reading power. Matching texts to readers allows for highly accurate reading,

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			LLI Green Lesson Guide, Volume 2, Level D, Lesson 41, students learn the patterns _ap and _et. Students then read "The Three Little Pigs." Instead of providing explicit practice on the phonics patterns just taught, the materials provide guidance for discussing elements of text. Although "let" and "get" were evidenced in the book, the text did not provide frequent and explicit practice of the phonics patterns just taught. Additionally, the text includes words that have phonic patterns not previously learned, such as "wolf." In the following lesson, Lesson 42, students continue to practice _ap and _et, along with _ad, _ip, and _ag. Students then read the book "Snap"; however, no evidence of explicitly practicing _ap is evidenced in the book with the exception of the title. This similar format is evidenced across Lesson Guides.	which is essential (although not sufficient) for good reading comprehension.

Leveled Literacy Intervention is based on the F&P Text Level Gradient™. Created and refined as a teaching and assessment tool over the past twenty years, the gradient consists of twenty-six points on a scale of reading difficulty (Figure 1.2). Each point on the gradient, from the easiest level A to the most challenging at level Z (Z+ in special cases), represents a small but significant increase in difficulty over the previous level.

Each new level of text makes increasing demands on the reader, but the demands and resulting changes are gradual. By engaging in intensively supportive lessons on each level, readers have the opportunity to expand their reading and writing abilities. With the support of instruction, they stretch themselves to read more complex texts with accuracy, fluency, and comprehension—and to write with more complexity. With these goals in mind, children effectively engage in the reading and writing process every day.

The term level is used in the F&P Text Level Gradient™ and throughout *LLI* because leveled books are a key component in helping children become competent readers who can access texts of increasing complexity. Each book is carefully designed, analyzed, and sequenced to provide enough support and a small amount of challenge so the reader can learn through the text and make small steps toward grade-level goals. |

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				While readers are progressing along the text gradient, they receive specific instruction in phonics and word work. In the phonics/word study part of the *LLI* lesson, a specific principle is addressed. These principles are generative, meaning that they can be applied to word solving in reading and writing within any text at any time. Each principle has been drawn from *The Literacy Continuum*. They have been systematically selected and sequenced to support student learning of the critical phonics and word structure understandings required to read proficiently at the particular text level. Specific language is included to make each principle clear to students, and explicit teaching is suggested. Additionally, teachers provide explicit instruction in comprehension as the children discuss the texts, and intentionally draw their attention to aspects of a text that they need to understand. Key understandings for each text are indicated in the lessons and on the Recording Forms used for conducting reading records in even-numbered lessons. Teachers monitor children's comprehension closely as they respond to texts. These reading records make it possible to monitor progress systematically, over time. Assessment of phonics and word analysis, writing, reading, and comprehending are built into each lesson. Struggling readers and writers are the students who are most in need of high-quality, diverse, engaging books that represent a variety of genres and experiences. Ongoing access to new books is a major factor in motivation. Students want material that is relevant, fresh, interesting,

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				and appropriate to their age group—they need the chance to engage with new information, interesting current topics, and fascinating plots and characters. The success of any intervention ultimately depends on students being fully captivated by the books they read and write about.

Some phonics programs place great emphasis on decodable readers, within which language is manipulated so the reader is presented only with phonograms they have studied. Fountas & Pinnell find this practice unnecessary when carefully constructed and sequenced higher quality texts are created. Books that are designed for beginning readers include many simple words that are easy to decode and linked to phonics instruction, as well as some words (such as said and the) that make the language more comprehensible.
RESEARCH BASE

- "Excelling at word recognition, spelling, and vocabulary is not just a matter of memorizing isolated rules and definitions. The best way to develop fast and accurate perception of word features is to engage in meaningful reading and writing and to have multiple opportunities to examine those same words and word features out of context. The most effective instruction in phonics, spelling, and vocabulary links word study to the texts students are reading, provides a systematic scope and sequence of word-level skills, and provides multiple |

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				opportunities for hands-on practice and application" (Bear, Invernizzi, Templeton and Johnston 2012). • During a 1998 study it was found that the highest achieving classrooms were those that included both phonics skills instruction along with holistic experiences at his or her competency level (Wharton-McDonald, Pressley, et al).
	Required **2e)** Materials include varied and frequent opportunities for students to engage in supported practice to gain reading **fluency** with accuracy and automaticity. Based on student need, resources and/or texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression. Materials provide teacher guidance to support students as they confirm or self-correct errors. Materials provide opportunities to make frequent connections between the acquisition of foundational skills and meaning-making when appropriate.	Yes	Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Each lesson provided in this curriculum has a part of the lesson that practices fluency. In addition to the lessons, the assessments also focus on fluency through running records. The LLI Red Lesson Guide Volume 2, Level N, Lesson 87 focuses on reading questions with intonation that reflects understanding. This lesson includes an echo reading fluency activity for intonation. The teacher reads a part of the text read the day prior, the students echo the teacher's read, and then the students practice reading with the correct intonation with a partner. LLI lessons utilize six dimensions of fluency in the lessons (pausing, phrasing, word stress, intonation, rate and integration). Teaching fluency is systematic as evidenced in the LLI Purple Guide which outlines strategies for teaching for fluency in LLI Lessons as	

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			"revising the text to improve fluency, phrased reading, echo reading, assisted reading, rate mover, reader's theater, paired reading, notice and use punctuation, notice and use sentence structure, self-monitoring rate, word reading: automaticity."	
Non-negotiable **3. USABILITY AND SUPPORT:** Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction. ☒ Yes ☐ No	**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).	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 and clearly communicate information about recommended intensity, intervention group size, and time requirements. As outlined in the LLI Purple System Grade 5, Levels R-W guidebook, the program clearly outlines guidelines for implementation. Page 22 states that it should be used "45 minutes a day, 5 days a week for optimal results and intensity. 4 students per group. 10-24+ weeks of explicit, intensive instruction."	
	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 LLI Purple System guide provides information on their standard lesson framework. Page 22 describes both their odd and even number standard lesson framework. The odd number lessons include discussing yesterday's new book, comprehension, vocabulary or fluency, phonics/word study, reading a new book (introducing the text, reading the text, discussing and revisiting the text, teaching point). Each component has opportunities for	

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			interactions between both teacher and the student. The LLI Purple system provides sample questions and indicates space for students to respond. For example page 24 states for the teacher to say "When you finish reading, let's talk about why cavers want to explore." Students read and respond. There are also examples of Say and Sorts on page 26 of the LLI Purple System.	
Section II: Additional Criterion 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. ☐ Yes ☐ No	**Required** **4a)** Materials include a **wide variety** of prose, poetry, and informational resources and texts that are engaging, content-rich, and age-appropriate for the targeted grade band.	**Not Evaluated**	This section was not evaluated because the nonnegotiable criteria were not met.	
	Required **4b)** Materials provide **multimodal/multisensory** resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).	**Not Evaluated**	This section was not evaluated because the nonnegotiable criteria were not met.	
	Required **4c)** Materials include regular opportunities and tools for students to receive **feedback** on and track their progress toward proficiency and/or understanding. Materials include goal tracking tools with directions on their use. There is a process for setting individual student goals. Feedback comes from the teacher, peers, and/or student self-assessment or reflection.	**Not Evaluated**	This section was not evaluated because the nonnegotiable criteria were not met.	

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	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.	**Not Evaluated**	This section was not evaluated because the nonnegotiable criteria were not met.	

FINAL EVALUATION
Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for the Additional Criterion of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but a "No" for the Additional Criterion of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments	
I. Non-negotiable Criteria of Superior Quality	1. Program Design	**Yes**	Materials include a range of reading foundational skills lessons that can reasonably be completed within a school day and include the tools necessary to evaluate deficits in foundational reading skills. Materials and instructional approaches support the rubric definition for intensive reading interventions. Materials provide a diagnostic measure to identify skill gaps in the area of foundational reading skills, provide guidance for the usage of the diagnostic measure, and provide regular and systematic progress monitoring opportunities.	
	2. Instructional Design	**No**	Materials do not include systematic and explicit instruction in phonological awareness and do not provide ample practice of	Please see responses 2a and 2d

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			foundational reading skills using texts allowing for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. The materials do, however, provide systematic and explicit phonics instruction, multiple opportunities and practice for students to master high-frequency and/or irregular words based on student need, and 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 do 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. Materials support a high level of student and teacher interaction.	
II. Additional Criterion of Superior Quality	4. Additional Indicators of Superior Quality	Not Evaluated	This section was not evaluated because the nonnegotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

Appendix II.

Public Comments

There were no public comments submitted.