

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: **System 44**

Grades: **3-8**

Publisher: **Houghton Mifflin Harcourt Publishing Company**

Copyright: **2014**

Overall Rating: **Tier 3, Not representing 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 **has changed to a Tier 3 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?
<b>Required</b> <b>1b)</b> Materials include tools to <b>evaluate</b> foundational reading skills in the areas of		<p>✗ Uses three-cueing ▾</p> <p>✗ Uses visual memory ▾</p>	Materials do not align with Act 517 expectations. For example, teacher guidance on page 21 of the 44 Book Teacher's Edition explains, "Repeated non-response could

<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><span style="color: red;">✗</span> Uses MSV ▾</p>	<p>indicate that a reader has limited decoding skills or an over-reliance on sight words. An unwillingness to guess the word shows that the reader is probably not using context to help. It is important to ask your student what is happening when he or she sees a word that is totally unfamiliar. What’s stopping you from reading the word? Can you make any predictions about what word would make sense based on the rest of the text? Can you see any little words within the bigger word? Do you know any other words that look like that word? (e.g., I know the word card so I can guess that this word says hard.)”</p>
---	--	--	--

**Non-Negotiable**

**CRITERION 2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT**

Materials include systematic and explicit instruction in phonological awareness, phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards.

INDICATOR	What does the current review say?	Do the materials align with expectations of Act 517?	What is the impact on this review?
<p><b>Required</b> <b>2b)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p>		<p><span style="color: green;">✓</span> Does not use three-cue... ▾</p> <p><span style="color: green;">✓</span> Does not use visual me... ▾</p> <p><span style="color: green;">✓</span> Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517.</p>

<p><b>Required</b></p> <p><b>2c)</b> Materials provide multiple opportunities and practice for students to master <b>high-frequency</b> words both in and out of context based on student need.</p>		<p>✗ Uses three-cueing ▾</p> <p>✗ Uses visual memory ▾</p> <p>✗ Uses MSV ▾</p>	<p>Materials do not align with the expectations outlined by Act 517. The materials provide the multi-step Sight Words Routine. In Step 1 of the routine, the teacher defines or reviews the sight word. The teacher explains that a sight word is a word that students see often in their reading and does not always follow a regular spelling pattern. In Step 2, the teacher introduces the targeted sight word. For example, the teacher writes the sight word <i>have</i> on the board and reads the word aloud for students. “This word is <i>have</i>. Read it with me: <i>have</i>. Now you read it.” In Step 3, the teacher explains the meaning and usage of the targeted sight word, defines the word orally, and uses it in a sentence. “Meaning <i>have</i>: The sight word <i>have</i> means to own or possess something.” The teacher then uses the word in the sentence, <i>The kids have a cat and a dog</i>. In Step 4, the teacher spells the word. “The word <i>have</i> does not follow a regular spelling pattern. Even though <i>have</i> has a vowel-consonant-e pattern (VCe), it does not have a long a sound.” In Step 5, the teacher provides practice with the set of words. Guidance explains, “Once you have taught all of the words in a set, use the activities below to reinforce the meaning: a) Call on volunteers to use the partner words in sentences. Provide sentence starters. b) Have pairs of students make sets of word cards. Students can take turns holding up the word cards for their</p>
---	--	--	---

			<p>partners to read aloud. c) Have students sort words by categories. Ask students to identify words that fit the category and list them on the board. Chorally read the words.” Students are provided time within independent work in the portal to practice both high frequency words and sight words.</p>
<p><b>Required</b> <b>2d)</b> Resources and/or texts provide ample <b>practice</b> 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>		<ul style="list-style-type: none"> <li>✓ Does not use three-cue... ▾</li> <li>✓ Does not use visual me... ▾</li> <li>✓ Does not use MSV ▾</li> </ul>	<p>Materials meet the requirements of Act 517.</p>
<p><b>Required</b> <b>2e)</b> Materials include varied and frequent opportunities for students to engage in supported practice to gain reading <b>fluency</b> 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</p>		<ul style="list-style-type: none"> <li>✗ Uses three-cueing ▾</li> <li>✗ Uses visual memory ▾</li> <li>✗ Uses MSV ▾</li> </ul>	<p>Materials do not align with the expectations outlined by Act 517. Fluency instruction includes a focus on Speed Drills rather than teacher-led modeling or oral reading with immediate teacher feedback. For example, “Use drills with individuals or have students practice in groups of three, rotating the roles of reader, listener, and timer. Students take turns reading, marking a partner’s errors on the drill, and keeping a record of their progress.” Reading accuracy and automaticity are not emphasized as the hallmarks of fluent reading. The Student Achievement Manager</p>

<p>guidance to support students as they confirm or self-correct errors.</p>			<p>(SAM) portal provides Speed Drills that include Sight-Word Speed Drill and 50 High-Frequency Word Speed Drill handouts that prompt students to, “Practice reading the words until you are ready to be timed.” This instructional practice promotes rote memorization, rather than practices in decoding words in context.</p>
---	--	--	--

**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: **System44**

Grade: **3-8**

Publisher: **Houghton Mifflin Harcourt Publishing Company**

Copyright: **2014**

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

**Tier 1, Tier 2, Tier 3** Elements of this review:

<b>STRONG</b>	<b>WEAK</b>
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 Guidance<sup>1</sup>:

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with

#### Section I: Non-negotiable Criteria.

- Review the **required**<sup>2</sup> 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.

---

<sup>1</sup>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.

<sup>2</sup> **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>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.</b>			
<p><b>Non-negotiable</b>  <b>1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN</b></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><b>Required</b>  <b>1a)</b> Materials and instructional approaches <b>support</b> the rubric <a href="#">definition</a> 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><b>Yes</b></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. System 44 provides a diagnostic assessment given to all students within the second week of the program. The Reading Inventory and the Phonics Inventory are both administered digitally. The Reading Inventory is a 20 to 30 minute, computer-adaptive assessment that assesses students’ reading comprehension and determines a Lexile measure for which the child will be placed as their point of entry into the system. The Reading Inventory is given at the start of the program which allows teachers the opportunity to appropriately place and group students. The Phonics Inventory is a computer-based, foundational reading assessment that “measures fluency of the phonological decoding and sight word reading.” The assessment is completed independently and takes 10 minutes to complete. Assessment data helps teachers place students into the</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>appropriate reading program by “determining if phonological decoding and sight word reading accuracy are adequate.” The system has five strands of instruction: code and decoding, word strategies, sight words, building background and vocabulary, and writing. The program is designed for daily intervention instruction of 10-12 students. Each module has two S.M.A.R.T. Lessons that focus on phonics practice. Students complete independent practice in the student portal based on their own needs. Teachers are able to use the Teacher Dashboard to plan daily instruction, group and regroup students using the Groupinator, track progress, and differentiate instruction.</p>
	<p><b>Required</b>  <b>1b) Materials include tools to evaluate</b> foundational reading skills in the areas of phonological awareness, phonics, and fluency.</p> <ul style="list-style-type: none"> <li>• Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction.</li> <li>• Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students.</li> </ul>	<b>Yes</b>	<p>Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Through the use of the Phonics Inventory and Reading Inventory, students are assigned modules specific to meet their needs. The materials provide regular checkpoints in the Student Achievement Manager (SAM) that are embedded in the digital curriculum. These checkpoints are utilized for the individual pace of each individual child. Teachers are instructed to give the provided mid-year summative test and the progress monitoring test at the end of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>each unit. Teachers use individual student data to adjust grouping for small-group instruction based on student needs. The Phonemic Awareness Assessment is used to evaluate a student’s proficiency in phonemic awareness. Materials offer guidelines for assessing students’ phonemic awareness skills which explains that the assessment “should be administered to students whose SPI results indicate the need for foundational literacy instruction prior to or concurrently with a course of direct instruction in phonics and decoding.”</p> <p>There are six sections within the assessment: phonological awareness, phoneme categorization, phoneme matching, phoneme blending, phoneme segmentation, and phoneme manipulation. Students are assessed individually, and the teacher records the number of correct responses in the space provided for each section. The teacher is directed to stop testing in a section if the student incorrectly answers four items in a row and move onward to the next section. Phonics is assessed using the Alphabet Recognition Assessment.</p> <p>Teachers use this assessment to evaluate a student’s ability to name letters of the alphabet. Teachers are directed to use this assessment for students “whose SPI results indicate the need for foundational literacy instruction to or concurrently</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>with a course of direct instruction in phonics and decoding.” The assessment is comprised of four parts: uppercase letters, lowercase letters, uppercase and lowercase letter match, and uppercase and lowercase random order mix. Like the Phonemic Awareness Assessment, students are assessed one at a time, one section at a time. If the student finds a section too difficult, the teacher is directed to “stop testing in that section.” Materials offer teacher direction for assessing students’ oral reading fluency as well. Oral Fluency Assessments (OFA) are one-minute assessments given to individual students which provide the teacher with brief samples of students’ oral reading of grade-level passages. Directions for administering the OFA state that, “Timed samples should be taken three times a year as part of ongoing fluency assessment.” Directions also state that struggling students should be given an OFA weekly. In addition, success passages provide time for students to practice oral reading fluency through recordings or reading with the teacher to receive immediate feedback.</p>
<p><b>Non-negotiable</b>  <b>2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS</b></p>	<p><b>Required</b>  <b>2a)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and, blending, segmenting, deleting, and substituting phonemes).</p>	<p><b>Yes</b></p>	<p>Materials provide systematic and explicit phonological awareness instruction. The focus of the program is for all students to learn the 44 phonemes of the English language. Lessons focus on explicit</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SYSTEMATIC AND EXPLICIT</b></p> <p>Materials include <a href="#">systematic and explicit instruction</a> 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>phonological awareness within each module for small-group or whole-group instruction. For example, in Module 1, S.M.A.R.T. Lesson, during the Talk portion, students segment words into sounds and count the total number of sounds. The lesson begins as the teacher models segmenting words. The teacher displays Elkonin boxes on the board and says the sounds that spell the word <i>fan</i> and places a counter in a box for each sound. The teacher then asks, “How many sounds in fan?” Then, the teacher explains, “I will say and segment a word. You hold up fingers to tell how many sounds.” The teacher then says /a/ /n/, <i>an</i> and asks how many sounds students hear in the word. Guided practice continues with several words. Students then work independently to draw three boxes and use three counters to practice segmenting words. The teacher displays a chart with words and students use their Elkonin boxes to segment each word. In Series 1, Lesson 7: Blending Sounds Into Words, students blend phonemes into words. The teacher begins by modeling how to blend words by explaining that “words are formed by blending together single sounds” and then models by saying the sounds /f/ /a/ /n/. With each sound, the teacher holds up one finger. Then, making a fist, the teacher says <i>fan</i>. During guided practice, the teacher and students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>make a fist and raise a finger as they say single sounds in a spoken word and then blend the sounds to make words such as: tap, fat, sad, and cap. Then, students blend words, map, pan, can, and sap, using the same finger to fist method. In Module 4, S.M.A.R.T. Lesson, during the Do Now portion, students identify six words that rhyme with <i>sub</i>. In Module 6, S.M.A.R.T. Lesson, during the Practice portion, students unlock multisyllabic words by breaking apart these words into smaller words. In Module 7, S.M.A.R.T. Lesson, during the Do Now portion, students use approximation to break down syllables. In Module 8, S.M.A.R.T. Lesson, during the DO Now portion students identify matching homophones.</p>
	<p><b>Required</b>  <b>2b)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p>	<p><b>Yes</b></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. Materials include a Phonics Inventory that allows the teacher the opportunity to identify each student’s placement into the program by measuring “fluency of the phonological decoding and sight word reading order” of each child. Once a level is determined, students receive explicit phonics instruction. For example, in Series 1, Lesson 3, The Code: Consonants <i>m, s</i>, the teacher explains that the lesson</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>focuses on the two consonants and gives the sound and an example for each. The teacher then has students listen for the sounds in the sentence: Mom makes movies on Monday and Sasha sings songs on Sunday. The teacher points out that /m/ and /s/ can be heard at the beginning and end of words. During guided practice, students use /m/ and /s/ orally. The teacher asks, "Who makes movies on Monday?" and students respond, "Mom makes movies on Monday." The same is repeated for the /s/ sentence. Students then work with letter-sound correspondence by connecting letters <i>m</i> and <i>s</i> with their sounds. The teacher distributes two blank index cards and instructs students to write the letter <i>m</i> on one and the letter <i>s</i> on the other. Then, the teacher says words that begin with either the /m/ or /s/ sound. Students listen to the word and hold up the card with the correct initial sound. Words include: messy, silly, microphone, mine, sticky, mirror, and supper. If a student makes an error, the teacher is directed to immediately give the correct sound-letter correspondence. In the next step of the lesson, students practice blending words with <i>m</i> and <i>s</i>, such as sat, mat, mad, and sad. In Step 4: Apply &amp; Reinforce, students build words with /m/ <i>m</i> and /s/ <i>s</i>. The teacher begins by modeling building the word <i>at</i> with the letter tiles</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and pronouncing it for students. Then, the teacher puts the letter m in the initial position and models how to blend the initial sound with the word: /m/, -at, mat. Replacing the m tile with an s tile, the teacher builds the word <i>sat</i>. Then, the teacher switches the m and s tiles as students blend with you: /m/ -at, mat; /s/ -at, sat. Using letter tiles, students work with a partner to build words <i>sat</i>, <i>mat</i>, <i>met</i>, and <i>set</i>. Finally, the teacher dictates words: <i>mat</i>, <i>sat</i>, <i>set</i>, and <i>met</i> and students spell and write the words to express their understanding. In Module 3, S.M.A.R.T. Lesson, during the Talk portion, students brainstorm words with the short a and short e sounds. The teacher states, “Bat has a short a vowel sound. Make a list of five other words with the short a sound. Bet has a short e vowel sound. Make a list of five other words that have the short e sound.” The lesson then moves into Contrasting Short Vowels, using the Word Building Kit. The teacher states, “Explain that a short vowel sound is made at the back of the throat. Model each short vowel sound or use the Sound &amp; Articulation DVD.” Students then complete the Build Understanding activity. The teacher states, “Listen for the short vowel sound in this word: <i>nut</i>. It is the short sound for the vowel u. Say it after me /u/, <i>nut</i>. Now write the letter u in the box.” Students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>2c)</b> Materials provide multiple opportunities and practice for students to master <b>high-frequency</b> words both in and out of context based on student need.</p>	<p><b>Yes</b></p>	<p>then identify short vowels. The teacher states, “Repeat after me. Red. Point to the letter e. This letter stands for the sound /e/. Listen. /r/ /e/ /e/ /e/ /e/ /d/. Read it with me: red. Now underline the letter e.”</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. The RDI Routine 2, Getting Automatic with Sight Words is based on individual need, students are allotted time within independent work in the portal to practice both high-frequency words and sight words. The Sight Word strand on the platform works to enhance automaticity. The software incorporates visual and auditory learning opportunities. In SAM, the student engages in timed speed drills. In Progress Monitoring, Test 1, the words assessed are: <i>me, they, do, has, look, a, of, what, and this</i>. The materials provide the multi-step Sight Words Routine. In Step 1 of the routine, the teacher defines or reviews the sight word. The teacher explains that a sight word is a word that students see often in their reading and does not always follow a regular spelling pattern. In Step 2, the teacher introduces the targeted sight word. For example, the teacher writes the sight word <i>have</i> on the board and reads the word aloud for students, and states, “This word is <i>have</i>.”</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Read it with me: <i>have</i>. Now you read it.” In Step 3, the teacher explains the meaning and usage of the targeted sight word, defines the word orally, and uses it in a sentence. “Meaning <i>have</i>: The sight word <i>have</i> means to own or possess something.” The teacher then uses the word in the sentence, <i>The kids have a cat and a dog</i>. In Step 4, the teacher spells the word and states, “The word <i>have</i> does not follow a regular spelling pattern. Even though <i>have</i> has a vowel-consonant pattern (VCe), it does not have a long a sound.” In Step 5, the teacher provides practice with the set of words. Guidance explains, “Once you have taught all of the words in a set, use the activities below to reinforce the meaning: a) Call on volunteers to use the partner words in sentences. Provide sentence starters. b) Have pairs of students make sets of word cards. Students can take turns holding up the word cards for their partners to read aloud. c) Have students sort words by categories. Ask students to identify words that fit the category and list them on the board. Chorally read the words.” Students are provided time within independent work in the portal to practice both high-frequency words and sight words. In 1e, students are expected to identify the high-frequency word that fills in the blank to complete the sentence. The RDI Routine is repeated throughout the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>2d)</b> Resources and/or texts provide ample <b>practice</b> 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><b>Yes</b></p>	<p>lessons as new sight words are introduced.</p> <p>Resources and/or texts provide ample practice of foundational reading skills using texts. Resources and/or texts allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. The materials include Decodable Digest for independent and small group reading practice. Students have a Decodable Digest log to track pattern words and answer and respond to questions about the passage. Decodable texts connect specifically back to lessons taught in whole and small groups. Decodable text 5.3 <i>The Frilly Hat</i> focuses on -l and -r blends. Decodable texts topic 11.1 <i>Telling a Good Joke</i> focuses on practicing long o as in globe. Materials also include a bookshelf organized by Lexile level. These books are available in three formats: digital, paperback, and audio. The texts increase in Lexile level to support the individual growth. Each book has individual quizzes and small group comprehension questions. Multiple passages are included for every sound/spelling taught in the program so that skills are integrated into the reading. For example, Module 2, Text 1 includes a news article about sports. This reading of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the article focuses on differentiating short or long vowel sounds by using hand signals, cloze reading, and annotating text.
	<p><b>Required</b>  <b>2e)</b> Materials include varied and frequent opportunities for students to engage in supported practice to gain reading <b>fluency</b> 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	<p>Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Students have the opportunity to read and re-read the same text throughout lessons. System 44 has included instructional routines that provide opportunities for students to practice reading and fluency in different formats. The reading routines include the following: modeled fluent reading with teacher modeling, oral cloze, choral reading, partner cloze while reading the text three different times, and independent reading. In Modeled Fluent Reading, students follow along as the teacher reads an active reading question or task, and then discuss responses. In Oral Cloze, the teacher reads the text aloud and omits words while students follow along silently and say the missing word. In Choral reading, the teacher and students read a poem, short text, or chunk of longer text out loud with students. In Partner Cloze, the students read the text three times. First, they read silently and choose words to omit. Next, they read aloud to their partner. During</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the final read, they read along and chime in when their partner omits words. During independent reading, students read silently while actively looking for information to respond to a focused question or task. The materials note the importance of these reading routines in order to impact students by providing models of fluent reading, engaging students in focused and on-task reading, giving access to text, and providing a foundation for students to make meaning, building comprehension while ensuring accountable reading, and allowing students to gradually assume responsibility for reading. Students use reading routines while reading 44 Book texts independently and during small group instruction. During lessons, students have the opportunity to read texts three times. The first time, students hear fluent reading modeled. Next, students read with scaffolds in place. During the third reading, students read the text independently. Students have opportunities to practice fluency with stretch texts and fluency passages. Each module has stretch and fluency passages after reading passages to increase background knowledge and provide additional times for students to practice reading. Module 1: Making a Change includes a stretch text to be completed after reading text one. The Success</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>passages give the teacher explicit directions on how to model fluency. The Modeled Fluent Reading Routine is provided with the purpose “to participate in accountable reading and listening tasks while experiencing the enjoyment of text during teacher-led, fluent reading.” The teacher previews the text to practice fluent reading and to chunk the text into manageable sections. The teacher then assigns a purpose to students while listening, “Follow along with your reading guide card as I read aloud the article. Be prepared to share one fact about Navy SEAL training.” The teacher then asks students to follow along as they read the text aloud, and states, “Model fluent reading that sounds like natural speech.” The teacher then partners students to discuss their responses to the task. A response frame is provided for students to help structure their responses. Materials also include Readers’ Theater reading opportunities that support fluency, rate, phrasing, tone, and expression. Each Readers’ Theater includes a fluency checklist and opportunities for the teacher to model fluent reading. Lessons also include a Guided Practice section that includes small group and independent lessons.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Non-negotiable</b>  <b>3. USABILITY AND SUPPORT:</b></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><b>Required</b>  <b>3a)</b> Materials provide clear, extensive <b>guidance and support</b> 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><b>Yes</b></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. System 44 is a daily program that begins with a 5-10 minute Do Now activity, and then, students rotate through computer and small group lessons, with twenty minutes allotted for each rotation, and a whole group wrap up. It is also suggested that students read independently for 20 minutes. System 44 provides examples for classroom structures to be established in order to teach different components of the program. System 44 recommends the whole group class size should be around ten to twelve students. The supplemental, Getting Started: Your First Three Weeks, provides step-by-step daily lessons for your first three weeks, including information on when to give initial assessments.</p>
	<p><b>Required</b>  <b>3b)</b> Materials support a <b>high level of student and teacher interaction</b>. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<p><b>Yes</b></p>	<p>Materials support a high level of student and teacher interaction. The teacher meets with the whole class for the Do Now introduction and the Whole Group Wrap up. Teachers meet the needs of the whole class through whole-group</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>instruction, and students start with a language task where they will receive immediate feedback. In RDI, Series 1, Lesson 4, The Code, Fluency: Modeled Fluent Reading, the teacher models articulation and fluency with students. In the lesson, students read “Get Up, Nat” from their Decodable Digests. The teacher reads the first sentence with expression, “I see you!” and explains, “When I read this sentence, I used the exclamation mark as a signal to express the mother’s frustration that Nat was hiding under the covers.” The teacher continues to model reading the selection with appropriate rate and fluency. Students then practice fluent reading with a partner as the teacher gives corrective feedback when needed. In Series 3, Lesson 19, The Code, Teacher-Directed Instruction is given for the Phonemic Awareness lesson that focuses on s-Blends. Teachers are directed to, “Tell students letter <i>s</i> appears with other consonants to form blends.” The teacher then works with students to identify s-Blends in words such as <i>stop</i>, <i>slam</i>, and <i>spin</i>. The teacher then models how to segment words with s-Blends using Elkonin Boxes. The teacher models using the boxes for the word <i>spin</i>. Then, students segment the words: <i>slip</i>, <i>stick</i>, and <i>spot</i>. The teacher guides students to the correct box while asking, “What’s the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>first sound? What’s the next sound?” Teacher guidance for correcting and redirecting is also provided. In Module 3, during the Read portion of the lesson, examples of student and teacher interaction include: students brainstorm short vowel words with the teacher, then they discuss Tarra and Bella’s friendship, then after listening to the teacher model fluent reading, the students reread with the Oral Cloze activity, then the teacher and students discuss the text again. Based on the Groupinator in the Teacher’s portion of the platform, students are given independent software lessons and customized small group lessons that are completed with the teacher.</p>
<b>SECTION II: ADDITIONAL CRITERION OF SUPERIOR QUALITY</b>			
<p><b>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</b></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</p>	<p><b>Required</b></p> <p><b>4a)</b> Materials include a <b>wide variety</b> of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.</p>	<p><b>Yes</b></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 System 44 library consists of nonfiction and fiction texts that are available in multiple formats such as paperbacks, audiobooks, and ebooks. Texts within the modules are authentic nonfiction texts that are arranged around themes. These texts offer a variety of different genres within each module. Texts are organized by Lexile level from BR to 1399. Lower level books include <i>Big</i> and <i>Gross Bugs</i> and</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>resources and provide a wide variety of resources/texts.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>			<p>texts that are more complex include <i>Mapping Navajo Nation</i> and <i>Green Machine</i>. Stretch Texts are also included to help with text-based questioning and fluency. In Module 4 there is a comparison of fiction and nonfiction articles using “The Hunger Games” and “Why Videos Go Viral.” In Module 3, there is an anchor Media “The <i>End</i> Hunger Games,” a Reading for Meaning-magazine article, “Science at Play,” a non-fiction Stretch Text, “Extra Lives: Why Video Games Matter,” A Reading for Meaning- Video Game Sketch, “Read Primary Sources,” A Reading for Meaning-News Article, “Gaming for Good,” and a second Stretch Text -Comprehend Complex Texts, “Striiv: Fitness Meets Gaming, Minus the Console.” Decodable Digest includes decodable passages that focus on the progression of skills and student understanding. For example, decodable passage 1.3, “Ant and Man?” focuses on short vowel <i>a</i>. Passage 4.1 focuses on s-Blends as students read “Pat Socans the Ads.” Passage 9.1 focuses on word strategies such as unstressed closed syllables as they read “Desert Mammals.” In Passage 12.2, students work with the -ing ending as they read “Pinch Hitting.” In Passage 20.6, students focus on syllables with <i>air</i>, <i>are</i>, and <i>ear</i> as they read “Grasshopper Nightmare.” The final passage, 25.4, focuses on word parts. In</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>this passage, students use root words: scope, tele, phon, vis/vid to read “A Saxophonist Supreme.” This is the most complex of the two-hundred twenty-nine passages provided.</p>
	<p><b>Required</b>  <b>4b)</b> Materials provide a variety of <b>multimodal/multisensory</b> resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).</p>	<p><b>Yes</b></p>	<p>Materials provide a variety of multimodal/multisensory resources and/or techniques that enhance student engagement and learning. Students are provided with books in both print and audio format via the online bookshelf. Titles included <i>A Crooked Kind of Perfect</i> and <i>A Long Walk to Water</i>. RED Routine 2 focuses on Purposeful Viewing, and the platform “engages and motivates students with real-life accounts of people and events that illustrate key concepts and introduce domain-specific vocabulary.” Sound and Articulation videos are provided in the Teacher Dashboard to support students during instruction. The videos provide instruction to students on producing the desired sounds such as /ch/ or /b/. In HMH Teacher Central, there are additional resources for diverse learners. The use of whole group, small group, and independent learning addresses the different learning styles of students. A Flip Chart can be used with tiles for phonics recognition through the use of tactile movement.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>4c)</b> Materials include regular opportunities and tools for students to receive immediate <b>feedback</b> on and track their progress toward proficiency and/or understanding.</p>	<p><b>Yes</b></p>	<p>Materials include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding. The Student Dashboard provides real-time feedback to students. The feedback is immediate and students are able to adjust based on error information shared from the program. For each topic, there is a Progress Monitor assessment which students must pass with a score of 70% or higher. There is a SAM Software Tracking Log, used by both students and teachers. Students use SAM to track their progress and practice additional skills. Students may monitor their progress by using the numbers in the blue bar across the top, which indicate the Series. The Software has 25 Series and the colored circles below each Series number represent the Topics. Within each Series, students complete multiple Topics or activities. Teachers are able to track student progress and accuracy. SAM also provides information on student grouping using the Groupinator. The Phonics Inventory and Reading Inventory Trackers provide opportunities for students to set goals and conference with teachers on their progress in oral reading fluency. The Assessment Board allows teachers to construct feedback and send it directly to students electronically via the online portal. After each Write portion, there are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			activities with peer-to-peer feedback. In Module 3, the activity can be found in the Academic Discussions Portion.
	<p><b>Required</b>  <b>4d) Materials are easy to use and well organized for teachers.</b> 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><b>Yes</b></p>	<p>Materials are easy to use and well organized for teachers. The supplemental Getting Started: Your First Three Weeks guide assists teachers with the implementation of System 44 by offering explicit information for utilizing the materials. The materials follow a consistent routine that is laid out and well-organized. On Day 1, the Instructional Model is outlined as, beginning the day with 5–10 minutes of Whole-Group Introduction. “Whole-Group Introduction provides us with an opportunity to put our learning into practice with daily Do Now activities. During this time we will engage in a language warm-up and set goals for the day.” After Whole-Group Introduction, students move around the room to work in the small-group rotations, which are divided into Small-Group Instruction or Modeled and Independent Reading and Instructional Software. “For Instructional Software, you will work independently on the System 44 Software.” During this time, the teacher works with students to build close reading and comprehension skills, and during Modeled and Independent Reading, students select books to read on their own. These include</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>print books, eBooks, or audiobooks. The 44 Book Teacher’s Edition includes teaching materials which are broken up by lessons and the materials utilized for instruction and practice. All additional documents needed are linked within each lesson. In the Getting Started: Your First Three Weeks Lesson, a planning guide and printable lessons are linked to provide additional planning support for the teacher.</p>
<p><b>SECTION III: ADDITIONAL INFORMATION</b>  <b>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</b></p>			
<p><b>5. ADDITIONAL INFORMATION</b></p> <p>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</p>	<p><b>5a)</b> Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.</p>	<p><b>Not Scored</b></p>	<p>Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies. Within the Interactive Teaching System (its), RDI materials include lessons focused on phonics and word study which begins with supporting students’ understanding of consonants and short and long vowels and progresses to more advanced word-learning strategies. For example, in Series 1, Lesson 5, students distinguish between long and short vowel sounds by using letter-sound relationships to decode words. The lesson begins as the teacher reviews vowel sounds, both short and long, and guides students to identify the long vowel sounds in a given list of words such as: <i>ripe, fine, rode, cute, and cube</i>. Then, students distinguish initial and medial long vowel sounds in words</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>spoken by the teacher. In Step 2 of the lesson, students identify short vowel sounds following the same procedure. In Step 3, students contrast long and short vowel sounds by determining if the vowel is long or short and explaining how they know. In Series 7, Lesson 38, students learn to divide compound words into smaller units of meaning. Students identify and read compound words and then look for word parts that they know. The teacher models while thinking aloud, “If I did not know this word, I could look for parts I know. I see the word back. Now I see the word pack. I know what back means and I know what pack means. I will put the meanings together. Backpack must mean a pack that is carried on the back.” The teacher then explains that this is a compound word or a word made of two smaller words. Then, students identify compound words by circling the small words before reading the whole word aloud. In Step 2, students determine the meaning of compound words and in Step 3, students use compound words in sentences. By Series 22, Lesson 84, Word Strategies, students read multisyllabic words with vowel patterns <i>aw</i>, <i>au</i>, and <i>a</i>. The teacher explains, “When you put together your knowledge of the system of sounds and spellings with the syllable strategies you’ve learned, you’ll find that you can</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>unlock new words with success.” In Step 1 of the lesson, students review the vowel patterns and sounds. In Step 2, Word Analysis, students identify how the vowel spellings stay together in a syllable in order to read multisyllabic words in Step 3. In Step 4, students build words using letter tiles or word cards to create two columns of word parts and put the words together. Additionally, each lesson addresses academic vocabulary. In Module 1, during the Read portion of the lesson, the teacher uses the RED Routine 3 for Teaching Vocabulary. The steps of the routine include the following: 1. Pronounce: Say the word and have students repeat it twice. 2. Define: Describe the word meaning and have students record it. 3. Discuss Examples: Model at least two meaningful examples. Ask a question and have students share their responses using a frame and the word. 4. Review: Read aloud frames and have students choose Target Words to complete them. The Academic Vocabulary, Target Words in Module 1 include <i>contribution, different, and society</i>.</p>
	<p><b>5b)</b> Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.</p>	<p><b>Not Scored</b></p>	<p>Materials provide multiple opportunities and practice for students to demonstrate understanding of texts. During the Read portion of the Lesson, there is a second reading with Oral Cloze routines.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Academic discussions are guided with peers after reading. The RED Routine 6 guides how to summarize. In additional readings, students are asked to re-read in small groups and use word attack strategies. Then students complete a text-based formative assessment. In Module 1, after reading the article “Winning the Children’s Peace Prize,” students take part in an Academic Discussion with a partner. “Direct partner 1s to ask the question and partner 2s to respond. Take notes on the key idea. Notice that each blank requires a noun, which is a person, place, or thing. Have partners switch roles to discuss the important details.” Students then orally summarize the article, using RED Routine 6. Frames are provided for students to utilize while summarizing. “In the news article titled ‘Winning the Children’s Peace Prize,’ (author) explains how (topic). (e.g., the Children’s Peace Prize is for young people that help other kids) The author reports that (important detail). (e.g., the winners of the prize get a ceremony).”</p>
<p><b>FINAL EVALUATION</b>  <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality.  <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality.  <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.</p>			
<p><b>Compile the results for Sections I and II to make a final decision for the material under review.</b></p>			



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section	Criteria	Yes/No	Final Justification/Comments
<b>I. Non-negotiable Criteria of Superior Quality</b>	1. Program Design	<b>Yes</b>	<p>Materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency.</p>
	2. Instructional Design	<b>Yes</b>	<p>Materials provide systematic and explicit phonological awareness instruction. Materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns. Materials provide multiple opportunities and practice for students to master high-frequency words both in and out of context based on student need. Resources and/or texts provide ample practice of foundational reading skills using texts. Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity.</p>
	3. Usability and Support	<b>Yes</b>	<p>Materials provide clear, extensive guidance and support for the knowledge, resources, and organizational structures</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			necessary to implement the intensive reading intervention based on student need. Materials support a high level of student and teacher interaction.
<b>II. Additional Criterion of Superior Quality</b>	4. Additional Indicators of Superior Quality	<b>Yes</b>	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.
<b>III. Additional Information</b>	5. Additional Information	<b>Not Scored</b>	Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies. Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.
FINAL DECISION FOR THIS MATERIAL: <b>Tier 1, Exemplifies quality</b>			

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.