

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: **Istation**

Grades: **3-5**

Publisher: **Imagination Station**

Copyright: **2015**

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

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

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

This review **remains a Tier 1 rating.** ▾ **This review only pertains to content added before July 13, 2023 to the 2016 version of the materials.**

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

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

<p>skills in the areas of 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>fluency. The Istation's Indicator of Progress (ISIP) is the universal screener for student placement within the materials, but is also useful for progress monitoring. Students in Grade 3 take the ISIP Early Reading diagnostic assessment, which identifies individual student needs while providing ongoing progress monitoring of foundational skills. The ISIP Advanced Reading diagnostic assessment for Grades 4 and 5 focuses primarily on reading, including word analysis, fluency, vocabulary, and comprehension. The ISIP assessments can be given as needed, and the district or school can set the test administration frequency, such as three times per year, monthly (automatic administration), or on-demand for more frequent progress monitoring of students in Response to Intervention (RTI). In the Report Tab within the Teacher Resources, teachers access student skill growth, tier movement, Lexile trend, rate of improvement, and a standards-based report. Teachers can utilize reports as they plan their Teacher-Directed Lessons (TDLs). TDLs for all foundational skills, phonological awareness, phonics, and fluency are accessible by searching a specific topic or skill in the Toolbox tab, then selecting Teacher Resources. Once on the Teacher Resource page, a search</p>	<p>✓ Does not use visual me... ▾</p> <p>✓ Does not use MSV ▾</p>	
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	<p>engine allows teachers to search for the topic and populate all printable lessons for the skill. This process allows teachers the opportunity to further evaluate individual students based on their individual needs. Examples of lessons include, ISIP ER Phonological Awareness: Blending Spoken Words into Compound Words, Phonics-Lesson 24: Decoding with Soft <i>g</i>, and the Level 2-Reading Fluency, in which students read a grade-level appropriate passage with increased fluency.</p>		
<p> Non-Negotiable CRITERION 2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT Materials include systematic and explicit instruction in phonological awareness, phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards. </p>			
INDICATOR	What does the current review say?	Do the materials align with expectations of Act 517?	What is the impact on this review?
<p>Required 2b) Materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p>	<p>Materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns. The materials offer both interactive and teacher-led instruction in the Teacher Resources tab. In the Phonemic Awareness Manipulating Syllables in Multisyllable Words lesson, the teacher models adding syllables to words to make new words. The teacher explains, “We</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Does not use three-cue... ▾ <input checked="" type="checkbox"/> Does not use visual me... ▾ <input checked="" type="checkbox"/> Does not use MSV ▾ 	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>

	<p>can add syllables to words to make new words.” The teacher begins with the word dog and then adds the word house. The teacher then reads the words separately and asks students what new word is made, listening for the word doghouse. Then, the teacher distributes two sticky notes of the same color to each student and explains the steps for adding syllables. As students develop an understanding, the teacher gradually withdraws support by ceasing the use of sticky notes and giving only verbal cues. Words include backpack, peanut, birdhouse, haircut, and seaweed. This process is repeated in Manipulating Syllables in Multisyllable Words, Syllable Deletion. In the lesson, students delete a syllable rather than adding one. The teacher models syllable deletion with the word tugboat by removing the word tug and reading only the remaining syllable, boat. Guided and independent practice follows with the words doorway, earring, today, and Sunday. In Phonics - Lesson 18: Blending with short <i>a</i>, students blend sounds to read words with the short vowel /<i>a</i>/ sound. The lesson begins as the teacher distributes each student a letter cards: <i>c</i>, <i>a</i>, and <i>p</i>. The teacher says “cap” and explains that “We blend the sounds of the letters to read words.” The teacher</p>		
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	<p> then says the sounds for each letter in the word and directs students to touch each letter as they say each sound. Then the teacher says, “Now, watch me push the letter cards closer together while I blend the sounds.” The teacher models pushing the letter cards side by side, points to each letter card, blends the word cap, and instructs students to do the same. During Guided Practice: Blend Sound to Read Words, the teacher passes out letter cards: <i>m</i>, <i>a</i>, and <i>p</i>. Students practice blending the word map. This process continues with words: Cam, Pam, Mac, cap, and am. During Independent Practice, the teacher shows students a word, reads the word, and asks students to create the word with their letter cards. Then, each student is given the opportunity to “demonstrate proficiency with blending the sound to read each word.” Under Assessment Information, the materials follow a systematic approach. Students are first assessed with the ISIP, which reflects the students’ current reading ability and measures growth over time. During the assessment, if a student answers a question correctly, the ISIP presents more challenging questions until the student shows mastery or responds with an incorrect answer. Lessons follow a logical order, </p>		
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	<p>beginning with Lesson 1: Letter Discrimination, which focuses on matching capital to lowercase letters, Lesson 51: Long Vowels in the ending position and Lesson 63: Complex Word Families. Cycles systematically increase in difficulty with Cycle 1 focusing on individual letter sounds and CVC patterns while Cycle 8 focuses on long vowels /ay/, /ey/, /ie/, /oe/ with CCVC and CCCVC words.</p>		
<p>Required 2c) Materials provide multiple opportunities and practice for students to master high-frequency words both in and out of context based on student need.</p>	<p>Materials provide multiple opportunities and practice for students to master high-frequency words both in and out of context based on student need. Materials allow students to progress through foundational learning cycles beginning with alphabetic principle and continuing through comprehension. Cycles 1-7 focus on building foundational skills. Cycles 8-15 shift the focus to more sophisticated phonics skills and comprehension strategy lessons. In Cycle 1, students begin with high-frequency words: and, the, see, and has. As students progress through the cycles, more high-frequency words are added. In Cycle 10, the high-frequency words include: does, your, when, could, give, and want. The focus of Lesson 19 transitions to students reading high-frequency words in sentences. The Teacher Resources, High Frequency</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Does not use three-cue... ▾ <input checked="" type="checkbox"/> Does not use visual me... ▾ <input checked="" type="checkbox"/> Does not use MSV ▾ 	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>

	<p>Words, Cycle 8, includes teacher-directed lessons that utilize three instructional plans for the words does, your, when, could, give, and want. In the lesson, students snap and clap the words and play the Letter Deletion game in which students create a visual picture for each word. Then, students listen and follow along to the poems “Mary, Mary, Quite Contrary” and “On Top of Spaghetti.” Students listen for the high-frequency words and point or frame the words. In Cycle 11, Lesson 13: High Frequency Words, students identify high-frequency words using the WORDO handout, counters, and letter cards. The teacher explains that, “Today we will practice reading some words that we see a lot in books. These words do not always follow our letter pattern.” The teacher then displays the word another and uses the word in a sentence. Then, the teacher asks students to spell another. The teacher repeats this process with the following words: any, though, enough, both, question, and wrong. During Guided Practice, the teacher explains that they will play a game called WORDO, much like the game BINGO, and distributes a WORDO handout to each student. The teacher then says, “Look at the top of this page. Put your finger on</p>		
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	<p>the word, another.” The teacher directs students to write the word another in one of the boxes on the handout, and repeats for the following words: any, though, enough, both, cover, question, and wrong. Students draw a smiley face in the blank space that is left on the handout. The teacher explains, “Now that all the boxes are full, I will call out a word. Find the word in one of your boxes. Put a marker over it. When you have three boxes in a row, yell WORDO!” When a student wins, he/she reads each word in the winning row and becomes the person to call out the words.</p>		
<p>Required 2d) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	<p>Resources and/or texts provide ample practice of foundational reading skills using 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 offer opportunities for students to practice foundational reading skills through online instruction, digital and printable books, and printable teacher resources. Istation Books and Passages support reading instruction through each instructional cycle. Students are assigned a Lexile level based on their Indicators of Progress (ISIP) assessment results. The Istation Book Levels Guide outlines the</p>	<ul style="list-style-type: none"> ✓ Does not use three-cue... ▾ ✓ Does not use visual me... ▾ ✓ Does not use MSV ▾ 	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>

	<p>genre, Lexile level, and practice skill of each of its texts. Texts in the Istation Books and Passages section include fiction, expository, informational, persuasive, fairy tales, chapter books, fables, and fantasy. The Istation's Books and Passages document lists each book with a corresponding Lexile level and specific skill. For example, in Cycle 1, <i>The Act</i> (40L) focuses on skill short vowel /a/. In Cycle 6, the story <i>The Dunes</i> (520L) focuses on long vowels <i>i</i> and <i>u</i>, the consonant blend /sk/, and story elements, character and main idea. In Cycle 10, <i>Insects</i> (500L) focuses on multisyllabic words <i>-le</i>, <i>y</i> as /ē/, and comparing and contrasting details.</p>		
<p>Required 2e) Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Based on student need, resources and/or texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression. Materials provide teacher guidance to support students as they confirm or self-correct</p>	<p>Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Students monitor their progress through independent practice. The Level 2, Reading Fluency guide includes teacher guidance for teaching the Four Key Areas of Reading Fluency: Accuracy, Intonation, Phrasing, and Expression; Teacher-Led Reading Fluency Strategies; and Reading Fluency Strategies for students to use independently or with a partner, as well as teacher-provided resources. Guidance defines the Key Areas for teachers and</p>	<ul style="list-style-type: none"> ✓ Does not use three-cue... ▾ ✓ Does not use visual me... ▾ ✓ Does not use MSV ▾ 	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>

<p>errors.</p>	<p>students prior to students engaging with Oral Cloze Passages. The Oral Cloze Routine consists of four reads, each focusing on a different Key Area. Upon their first read, teachers, “Read the first version of the section aloud as students follow along, silently keeping pace. At pre-marked words, pause as students say the omitted word aloud in unison.” During the second read, the teacher reads the second version of the text aloud at a faster pace, once again pausing at pre-marked words, and students continue to say omitted words aloud in unison. During the third read, the teacher distributes Student Task Cards for the Oral Cloze Partner Routine. The task cards outline instructions for conducting the third and fourth readings of the text. The teacher also gives each student a copy of the “unmarked” text selection. Students read the section silently and identify 10–15 words that they will omit as they read with a partner. The teacher directs students to select vocabulary words or words that they feel have important meaning in the section. On the fourth reading of the text, students work with a partner, reading aloud while a partner “supplies the omitted words.” Students then swap roles and repeat the process. Materials also include a Fluency</p>		
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	<p>Development Routine. The routine includes multiple modeled readings, comprehension discussions, choral readings, paired reading practice, and independent reading of short poems or passages. To prepare for the routine, the teacher selects grade appropriate texts for pairs of students or a small group, then divides the text into sections of 100-200 words for each student. The teacher implements the routine over the course of the week. On Day 1, the teacher reads the text selection and leads a discussion of the text’s meaning. On Days 2-3, teachers and students choral read the selection, then the teacher leads another discussion about the text’s meaning and “asks what the students noticed about the fluency of the reading compared to when read by the teacher only.” On Day 4, the teacher monitors as students work in pairs and take turns reading the text aloud three times, with the listening student offering feedback. Finally, on Day 5, students read the text aloud. Additionally, in Cycles 7- 10, students develop automaticity of high-frequency words (regular and irregular spellings) in animated games. Students practice blending words with previously learned spelling patterns in animated games, listen to modeled fluent</p>		
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	<p>readings of texts read aloud, and follow highlighted text, as well as practice fluency by rereading grade-level books through the student virtual library of all previously read books. In Cycle 8, Lesson 13, students strengthen their Rapid Word Naming skills by reading letter names and words rapidly. The teacher models reading one row at a time, and students then say the letters in that row back to the teacher. Students continue this practice for three-to-five minutes daily rather than attempting to master all in one lesson. The activity is scaffolded, as students begin with letter names and progress to high-frequency words. Guidance also notes that students with visual, auditory, or memory impairments may need multiple repetitions with this skill. The materials provide both teacher and student copies of fluency passages for each cycle, and each passage is accompanied by a Lexile level. The teacher copy consists of the passage and a scoring rubric which identifies total words read, total errors, and words correct per minute. Teachers can use the rubric to calculate the student's accuracy score, and the rubric also includes a section for identifying whether the passage is at the student's frustration, instructional, or independent reading</p>		
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	<p>level. Books include: Cycle 1, <i>Sam Has Mail</i> (30L), Cycle 3, <i>Lamps</i> (180L), Cycle 6, <i>The Dunes</i> (520L), Cycle 7, <i>At the Farm</i> (290L), and Cycle 14, <i>A Renewable Future</i> (720L). All passages are used for fluency practice and tracking students' reading accuracy.</p>		
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**Foundations of Reading
Intensive Intervention Materials Grades 3-8**

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

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

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

Pre Screening Requirement:

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

Title: **Istation**

Grade: **3-5**

Publisher: **Imagination Station dba Istation**

Copyright: **2015**

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

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

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

Scoring Guidance¹:

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

Section I: Non-negotiable Criteria.

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

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

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

If all Non-negotiable Criteria are met and Section II is completed with a score of “Yes” or “No,” continue to

Section III: Additional Information.

- The indicators in this section are not scored, but provide additional information about the materials.
- The indicators in this section do not affect the overall rating of the materials.

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

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

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

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

² **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criterion 2. Materials must meet Non-negotiable Criteria 1 and 2 to continue to Non-negotiable Criterion 3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.			
<p>Non-negotiable 1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN</p> <p>Materials include a range of reading foundational skills lessons that can reasonably be completed within a school day, including the tools necessary to evaluate deficits in foundational reading skills.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 1a) Materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit.</p>	<p>Yes</p>	<p>Materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. The materials offer explicit and systematic foundational skills instruction that is divided into fifteen cycles and begins with Cycle 0, phonological/phonemic awareness skills, and progresses as students progress towards Cycle 15, which focuses on reading comprehension skills, vocabulary, and word analysis. Interventions include whole group, small group, or independent settings which can be reasonably implemented during the school day. Students enter the program after the administration of the Istation's Indicators of Progress (ISIP) assessment. The ISIP is a universal screener that sets a baseline for student engagement within the program. Students automatically take an ISIP assessment each month, resulting in eight-to-twelve assessments per year. The assessment is computer-adaptive, and the complexity of questioning is based on the students' performance</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>within the assessment. Students then work on individualized learning paths based on the results of the assessment. Teachers track progression and completion of assignments through the Istation data system and by utilizing the software's data-driven reports. Reports include usage, growth, and Lexile level.</p>
	<p>Required 1b) Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency.</p> <ul style="list-style-type: none"> • Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction. • 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>Yes</p>	<p>Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. The Istation's Indicator of Progress (ISIP) is the universal screener for student placement within the materials, but is also useful for progress monitoring. Students in Grade 3 take the ISIP Early Reading diagnostic assessment, which identifies individual student needs while providing ongoing progress monitoring of foundational skills. The ISIP Advanced Reading diagnostic assessment for Grades 4 and 5 focuses primarily on reading, including word analysis, fluency, vocabulary, and comprehension. The ISIP assessments can be given as needed, and the district or school can set the test administration frequency, such as three times per year, monthly (automatic administration), or on-demand for more frequent progress monitoring of students in Response to Intervention (RTI). In the Report Tab within the Teacher Resources, teachers access student skill growth, tier</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>movement, Lexile trend, rate of improvement, and a standards-based report. Teachers can utilize reports as they plan their Teacher-Directed Lessons (TDLs). TDLs for all foundational skills, phonological awareness, phonics, and fluency are accessible by searching a specific topic or skill in the Toolbox tab, then selecting Teacher Resources. Once on the Teacher Resource page, a search engine allows teachers to search for the topic and populate all printable lessons for the skill. This process allows teachers the opportunity to further evaluate individual students based on their individual needs. Examples of lessons include, ISIP ER Phonological Awareness: Blending Spoken Words into Compound Words, Phonics-Lesson 24: Decoding with Soft <i>g</i>, and the Level 2-Reading Fluency, in which students read a grade-level appropriate passage with increased fluency.</p>
<p>Non-negotiable 2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT</p> <p>Materials include systematic and explicit instruction in phonological awareness,</p>	<p>Required 2a) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and, blending, segmenting, deleting, and substituting phonemes).</p>	<p>Yes</p>	<p>Materials provide systematic and explicit phonological awareness instruction. The materials provide an explicit and systematic phonological awareness approach to intervention instruction. Foundations and Cycles 0-7 focus primarily on building foundational skills, which includes lessons in phonological awareness. Teacher Resource Lessons follow an instructional cycle of teaching,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>guided practice, and independent practice. Lessons include an instructional sequence to help students “master targeted and prerequisite skills” to develop and improve reading skills. In the pre-reading for Cycles 1-7, students engage with lessons that strengthen their phonological awareness. For example, in the Initial Sound Fluency lesson, students isolate and identify the initial phonemes in spoken words. In Phonological Awareness - Lesson 9: Syllabication, students develop an understanding for the syllables in spoken words. This lesson follows the gradual release method of teaching where the teacher begins instruction before supporting students in guided practice, then students complete a task without the support of the teacher. In the lesson, the teacher explains that, “Today we will play a game with names. I will say someone’s name. Then, I will clap the parts of the name.” The teacher begins with the name, Samantha, and demonstrates saying and clapping the syllables, “Sa-[pause]-man-[pause]-tha,” then repeats the process using the name Samantha, inviting students to echo the syllables. During Guided Practice, the teacher prompts students to use the names of things in the classroom and clap the syllables. During Monitor Progress through Independent Practice, students work in pairs to clap syllables for names</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>of classroom objects. The teacher works with each student to provide either affirmation or corrective feedback. In Phonological Awareness - Lesson 16: Counting Sounds, students count each sound in a spoken word. Following the same gradual release of responsibility, the teacher explains that they will be listening and identifying sounds in words. The teacher models with the word map by saying, "I will say a word with three sounds. Listen and repeat." The teacher then prompts students with the word map and the sounds /m/, /a/, /p/ and identifies each sound in the word while using counters or sticky notes to represent each sound. The teacher then says, "Let's count the boxes: One, two, three. The word map has three sounds: /m/, /a/, /p/." The teacher repeats this process during Guided Practice with the following words: mat, can, pan, sun, fun, top, cap, bug, and rug. Students use counters to manipulate as the teacher says each word and the sounds in each word. Finally, during the Monitor Progress through Independent Practice lesson, the teacher says, "Now let's see if you can do some by yourself. See if you can count the sounds." The teacher states a word, uses the word in a sentence, and asks students to identify the number of sounds in the word. Words include man, bug, sun, and cap.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 2b) Materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p>	<p>Yes</p>	<p>Materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns. The materials offer both interactive and teacher-led instruction in the Teacher Resources tab. In the Phonemic Awareness Manipulating Syllables in Multisyllable Words lesson, the teacher models adding syllables to words to make new words. The teacher explains, “We can add syllables to words to make new words.” The teacher begins with the word dog and then adds the word house. The teacher then reads the words separately and asks students what new word is made, listening for the word doghouse. Then, the teacher distributes two sticky notes of the same color to each student and explains the steps for adding syllables. As students develop an understanding, the teacher gradually withdraws support by ceasing the use of sticky notes and giving only verbal cues. Words include backpack, peanut, birdhouse, haircut, and seaweed. This process is repeated in Manipulating Syllables in Multisyllable Words, Syllable Deletion. In the lesson, students delete a syllable rather than adding one. The teacher models syllable deletion with the word tugboat by removing the word tug and reading only the remaining syllable,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>boat. Guided and independent practice follows with the words doorway, earring, today, and Sunday. In Phonics - Lesson 18: Blending with short <i>a</i>, students blend sounds to read words with the short vowel /<i>a</i>/ sound. The lesson begins as the teacher distributes each student a letter cards: <i>c</i>, <i>a</i>, and <i>p</i>. The teacher says “cap” and explains that “We blend the sounds of the letters to read words.” The teacher then says the sounds for each letter in the word and directs students to touch each letter as they say each sound. Then the teacher says, “Now, watch me push the letter cards closer together while I blend the sounds.” The teacher models pushing the letter cards side by side, points to each letter card, blends the word cap, and instructs students to do the same. During Guided Practice: Blend Sound to Read Words, the teacher passes out letter cards: <i>m</i>, <i>a</i>, and <i>p</i>. Students practice blending the word map. This process continues with words: Cam, Pam, Mac, cap, and am. During Independent Practice, the teacher shows students a word, reads the word, and asks students to create the word with their letter cards. Then, each student is given the opportunity to “demonstrate proficiency with blending the sound to read each word.” Under Assessment Information, the materials follow a systematic approach. Students are first assessed with</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the ISIP, which reflects the students' current reading ability and measures growth over time. During the assessment, if a student answers a question correctly, the ISIP presents more challenging questions until the student shows mastery or responds with an incorrect answer. Lessons follow a logical order, beginning with Lesson 1: Letter Discrimination, which focuses on matching capital to lowercase letters, Lesson 51: Long Vowels in the ending position and Lesson 63: Complex Word Families. Cycles systematically increase in difficulty with Cycle 1 focusing on individual letter sounds and CVC patterns while Cycle 8 focuses on long vowels /ay/, /ey/, /ie/, and /oe/ with CCVC and CCCVC words.</p>
	<p>Required 2c) Materials provide multiple opportunities and practice for students to master high-frequency words both in and out of context based on student need.</p>	<p>Yes</p>	<p>Materials provide multiple opportunities and practice for students to master high-frequency words both in and out of context based on student need. Materials allow students to progress through foundational learning cycles beginning with alphabetic principle and continuing through comprehension. Cycles 1-7 focus on building foundational skills. Cycles 8-15 shift the focus to more sophisticated phonics skills and comprehension strategy lessons. In Cycle 1, students begin with high-frequency words: and, the, see, and has. As students progress</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>through the cycles, more high-frequency words are added. In Cycle 10, the high-frequency words include: does, your, when, could, give, and want. The focus of Lesson 19 transitions to students reading high-frequency words in sentences. The Teacher Resources, High Frequency Words, Cycle 8, includes teacher-directed lessons that utilize three instructional plans for the words does, your, when, could, give, and want. In the lesson, students snap and clap the words and play the Letter Deletion game in which students create a visual picture for each word. Then, students listen and follow along to the poems “Mary, Mary, Quite Contrary” and “On Top of Spaghetti.” Students listen for the high-frequency words and point or frame the words. In Cycle 11, Lesson 13: High Frequency Words, students identify high-frequency words using the WORDO handout, counters, and letter cards. The teacher explains that, “Today we will practice reading some words that we see a lot in books. These words do not always follow our letter pattern.” The teacher then displays the word another and uses the word in a sentence. Then, the teacher asks students to spell another. The teacher repeats this process with the following words: any, though, enough, both, question, and wrong. During Guided Practice, the teacher explains that they</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>will play a game called WORDO, much like the game BINGO, and distributes a WORDO handout to each student. The teacher then says, "Look at the top of this page. Put your finger on the word, another." The teacher directs students to write the word another in one of the boxes on the handout, and repeats for the following words: any, though, enough, both, cover, question, and wrong. Students draw a smiley face in the blank space that is left on the handout. The teacher explains, "Now that all the boxes are full, I will call out a word. Find the word in one of your boxes. Put a marker over it. When you have three boxes in a row, yell WORDO!" When a student wins, he/she reads each word in the winning row and becomes the person to call out the words.</p>
	<p>Required 2d) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	<p>Yes</p>	<p>Resources and/or texts provide ample practice of foundational reading skills using 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 offer opportunities for students to practice foundational reading skills through online instruction, digital and printable books, and printable teacher resources. Istation Books and Passages support reading instruction through each</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>instructional cycle. Students are assigned a Lexile level based on their Indicators of Progress (ISIP) assessment results. The Istation Book Levels Guide outlines the genre, Lexile level, and practice skill of each of its texts. Texts in the Istation Books and Passages section include fiction, expository, informational, persuasive, fairy tales, chapter books, fables, and fantasy. The Istation's Books and Passages document lists each book with a corresponding Lexile level and specific skill. For example, in Cycle 1, <i>The Act</i> (40L) focuses on skill short vowel /a/. In Cycle 6, the story <i>The Dunes</i> (520L) focuses on long vowels <i>i</i> and <i>u</i>, the consonant blend /sk/, and story elements, character and main idea. In Cycle 10, <i>Insects</i> (500L) focuses on multisyllabic words -le, y as /ē/, and comparing and contrasting details.</p>
	<p>Required 2e) Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Based on student need, resources and/or texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression. Materials provide teacher guidance to support students as they confirm or self-correct errors.</p>	<p>Yes</p>	<p>Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Students monitor their progress through independent practice. The Level 2, Reading Fluency guide includes teacher guidance for teaching the Four Key Areas of Reading Fluency: Accuracy, Intonation, Phrasing, and Expression; Teacher-Led Reading Fluency Strategies; and Reading Fluency Strategies for students to use</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>independently or with a partner, as well as teacher-provided resources. Guidance defines the Key Areas for teachers and students prior to students engaging with Oral Cloze Passages. The Oral Cloze Routine consists of four reads, each focusing on a different Key Area. Upon their first read, teachers, “Read the first version of the section aloud as students follow along, silently keeping pace. At pre-marked words, pause as students say the omitted word aloud in unison.” During the second read, the teacher reads the second version of the text aloud at a faster pace, once again pausing at pre-marked words, and students continue to say omitted words aloud in unison. During the third read, the teacher distributes Student Task Cards for the Oral Cloze Partner Routine. The task cards outline instructions for conducting the third and fourth readings of the text. The teacher also gives each student a copy of the “unmarked” text selection. Students read the section silently and identify 10–15 words that they will omit as they read with a partner. The teacher directs students to select vocabulary words or words that they feel have important meaning in the section. On the fourth reading of the text, students work with a partner, reading aloud while a partner “supplies the omitted words.” Students then swap roles and repeat the process.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Materials also include a Fluency Development Routine. The routine includes multiple modeled readings, comprehension discussions, choral readings, paired reading practice, and independent reading of short poems or passages. To prepare for the routine, the teacher selects grade appropriate texts for pairs of students or a small group, then divides the text into sections of 100-200 words for each student. The teacher implements the routine over the course of the week. On Day 1, the teacher reads the text selection and leads a discussion of the text’s meaning. On Days 2-3, teachers and students choral read the selection, then the teacher leads another discussion about the text's meaning and “asks what the students noticed about the fluency of the reading compared to when read by the teacher only.” On Day 4, the teacher monitors as students work in pairs and take turns reading the text aloud three times, with the listening student offering feedback. Finally, on Day 5, students read the text aloud. Additionally, in Cycles 7- 10, students develop automaticity of high-frequency words (regular and irregular spellings) in animated games. Students practice blending words with previously learned spelling patterns in animated games, listen to modeled fluent readings of texts read aloud, and follow highlighted text, as</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>well as practice fluency by rereading grade-level books through the student virtual library of all previously read books. In Cycle 8, Lesson 13, students strengthen their Rapid Word Naming skills by reading letter names and words rapidly. The teacher models reading one row at a time, and students then say the letters in that row back to the teacher. Students continue this practice for three-to-five minutes daily rather than attempting to master all in one lesson. The activity is scaffolded, as students begin with letter names and progress to high-frequency words. Guidance also notes that students with visual, auditory, or memory impairments may need multiple repetitions with this skill. The materials provide both teacher and student copies of fluency passages for each cycle, and each passage is accompanied by a Lexile level. The teacher copy consists of the passage and a scoring rubric which identifies total words read, total errors, and words correct per minute. Teachers can use the rubric to calculate the student's accuracy score, and the rubric also includes a section for identifying whether the passage is at the student's frustration, instructional, or independent reading level. Books include: Cycle 1, <i>Sam Has Mail</i> (30L), Cycle 3, <i>Lamps</i> (180L), Cycle 6, <i>The Dunes</i> (520L), Cycle 7, <i>At the Farm</i> (290L), and Cycle 14, <i>A Renewable</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<i>Future (720L)</i> . All passages are used for fluency practice and tracking students' reading accuracy.
<p>Non-negotiable 3. USABILITY AND SUPPORT: Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 3a) Materials provide clear, extensive guidance and support for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need and clearly communicate information about recommended intensity, intervention group size, and time requirements (e.g., 20 minutes a day, 4 days a week).</p>	<p>Yes</p>	<p>Materials provide clear, extensive guidance and support for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need. Materials clearly communicate information about recommended intensity, intervention group size, and time requirements. The materials provide Teacher-Directed Interventions that include an instructional sequence for guiding students towards mastering targeted skills. Two groups of lessons are provided to target Tier 2 and Tier 3 students. For example, the Early Reading Phonological Awareness Blending with Phonemes (Tier 3) lesson suggests using 10 minutes for teaching and guided practice and 5 minutes for independent practice. According to the Istation Usage Guidelines, the digital component should take 3040 minutes per student per week, depending on their tiering, with Tier 1 students receiving 30 minutes and Tier 2 and 3 students receiving 40 minutes. Teacher Resources include teacher-guided lessons which require 10-15 minutes of instructional time. Lessons are identified by the digital program and are completed either one-on-one or in small</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			group. Each cycle includes an accompanying Priority Report that provides explicit instruction for the identified skills deficit, as well as the resources needed for implementing the 15 minute targeted skills lesson.
	<p>Required 3b) Materials support a high level of student and teacher interaction. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.</p>	Yes	<p>Materials support a high level of student and teacher interaction. Teacher directed-lessons allow teachers to target students where they need help based on their progress in the digital platform. Each Skill lesson follows the gradual release of responsibility routine. The lessons begin with the Teach section, in which the teacher leads the discussion, and students listen and participate when prompted. Then, lessons transition to Guided Practice, where students eventually lead the discussion and activities as the teacher facilitates and offers corrective feedback when needed. The Priority Report helps teachers easily identify which students need the most support. The 10-15 minute lessons are geared for either one-on-one or small group arrangements. The Teacher Resources provide scripted lessons which include teacher-directed lessons that provide both guided and independent practice. For example, the teacher-directed lesson 10A Advanced Reading for Tier 3 students includes five lessons and focuses on vocabulary. Each lesson takes 30 minutes, with the exception of Lesson 5,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>requiring only 15 minutes. Within each lesson, the teacher reads aloud or chorally with the students and guides the students through vocabulary lessons. The teacher-directed Lesson 10A Advanced Reading for Tier 3 students includes teacher prompts for engaging students in discussion. For example, in Lesson 1, the teacher stops within the passage to clarify the meaning of vocabulary words and directs students to answer four routine questions for clarifying words. In Lesson 2, the teacher distributes sentence stems and guides students as they complete sentences to show the meaning of the words.</p>
SECTION II: ADDITIONAL CRITERION OF SUPERIOR QUALITY			
<p>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</p> <p>Materials are easy to use and well organized. Materials provide regular opportunities for students to receive feedback and set instructional goals. Materials enhance student engagement and learning through multimodal/multisensory resources and provide a wide variety of resources/texts.</p>	<p>Required 4a) Materials include a wide variety of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.</p>	Yes	<p>Materials include a wide variety of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band. Texts within Cycles 1-5 are primarily fiction. Beginning in Cycle 6, expository and informational text are introduced. Genres include fiction, fable, expository, informational, persuasive, and fairy tales. Istation Books and Passages are quantified by Lexile level and correspond with the students' grade-level. Additionally, the Reading Level Guide provides teachers with data-driven information that allows teachers the opportunity to select student texts based on students' individual ability</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>levels. This guide includes the grade level, ISIP reading ability scores, a developmental reading assessment, guided reading levels, and the basal reading levels. Texts are engaging and support student learning by focusing on students' individualized skills development. If a student's readability is at the 70L level, the teacher can utilize standards-based decodable texts to support skills development and fluency at that level. For example, "The Maps" (70L) is a decodable, fictional text used to practice reading words with short /a/ and identifying story elements.</p>
	<p>Required 4b) Materials provide a variety of multimodal/multisensory resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).</p>	<p>Yes</p>	<p>Materials provide a variety of multimodal/multisensory resources and/or techniques that enhance student engagement and learning. Istation is a multisensory product that targets the diverse learning styles of students. The online digital student content is animated and interactive, and includes videos, images, real-life examples, and hands-on activities. For example, in the Grade 4 student version of The Imagination Station, students select an avatar and theme of their liking to get started. In one reading activity, students select an animated lowercase letter when prompted. If correct, the letter is sucked up by a vacuum or bug and then the lesson's complexity progresses to capital</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>letters. For visual learners, teachers have the ability to access graphic organizers and diagrams. For example, story maps are available for download and use during a teacher-directed lesson or independent work to support students in identifying the characters, setting, and the problem and solution. Graphic organizers like the Timeless Tales Bull's-Eye support students in making connections to text, and the Timeless Tales Plot Elements Organizer supports students in analyzing plot elements in a text. Tactile learners have opportunities to manipulate letter cards through sorting, cutting, and pasting. For example, the teacher-directed lesson from Cycle 7 includes colorful digraph cards for cutting and utilizing in the Word Masters Spelling Game, where students use the cards and previously acquired phonics skills to spell words. The teacher-directed Tab's Slide Game helps students blend phonemes quickly to say a word. By using their fingers or a counter, students can engage tactilely, aurally, visually, and orally while blending phonemes.</p>
	<p>Required 4c) Materials include regular opportunities and tools for students to receive immediate feedback on and track their progress toward proficiency and/or understanding.</p>	<p>Yes</p>	<p>Materials include regular opportunities and tools for students to receive feedback on and track student progress toward proficiency and/or understanding. Students receive automatic Feedback when working on the online digital component. The platform provides</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students who answer a question incorrectly with the opportunity to master skills at a comfortable level, and complexity levels increase once students demonstrate progress. Items which students answer correctly are coded in green, and the game continues. Throughout each cycle, the teacher can also provide confirming or corrective feedback for students. Teachers can access the Student Summary Report, detailing the students' cycle of instruction, program usage, Lexile Student Measure, and ability index, which shows student growth throughout the year. The guide displays students' overall reading, as well as fluency, comprehension, vocabulary, and spelling progress. Teachers can utilize the session details from the Activity Detail report to track student responses. This report provides information about the questions asked during an online session, the students' answers, and their response time. Additionally, teachers can give student feedback that is either confirmatory or corrective.</p>
	<p>Required 4d) Materials are easy to use and well organized for teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials contain ample and useful annotations and suggestions to support implementation.</p>	<p>Yes</p>	<p>Materials are easy to use and well-organized for teachers. Once teachers determine the students' instructional paths, students enter and progress through materials at their own pace. As students' overall ISIP score increases, the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>complexity of instruction intensifies within the platform in progression through the cycles. The Cycles/Units of Instruction page provides teacher resources for supporting students in their individualized cycles. The teacher monitors the students' progression in the Report Tab, which is easy to use and color coded. Reports include Lexile Levels, usage, student priority, and growth. The digital platform contains five main tabs, such as the Classroom tab, which gives a brief overview of students' intervention level or tier, monthly ISIP status, and student usage by time. In the Toolbox tab, teachers can access all resources by entering the desired skills focus into the search engine. The Toolbox also houses all teacher-directed lesson plans and resources, instructional tier goal charts, and assessment information. The Teacher Resources tab also lists all Skill Lessons for easy access.</p>
<p>SECTION III: ADDITIONAL INFORMATION These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</p>			
<p>5. ADDITIONAL INFORMATION</p> <p>These indicators are not scored, but provide additional information about vocabulary and comprehension practice</p>	<p>5a) Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.</p>	<p>Not Scored</p>	<p>Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies. The online component contains the Vocabulary Skill Trace, which is an instructional plan for vocabulary that begins with spoken words. It provides frequent listening opportunities to develop vocabulary,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
available within materials.			<p>explicit instruction on vocabulary in daily activity, and repeated use of words across skills and cycles of instruction to develop deep meaning; models strategies for using context clues to derive word meaning; and provides extensive practice and application of vocabulary in grade-level appropriate text. The Trace contains animated books, guided and independent practice, content words, and high-frequency words. Teacher created Vocabulary Category cards include topics such as animals, food, family, and money. Students can also find practice for content words on the digital platform. After teachers review the data from ISIP, they can select the vocabulary lessons from the materials that best meet the students' needs, including those lessons geared for Tier 1, Tier 2, and 3 students. After teaching the lesson, the teacher charts students' progress. Within each lesson, the materials provide opportunities to reteach or redeliver the next appropriate lesson based on the results of the teacher's progress monitoring. For example, a Tier 2 student receiving Lesson 6 uses an appropriate text and graphic organizer. The teacher identifies and introduces words, one at a time. Within guided practice, students build deeper understanding through the use of semantic maps or vocabulary webs. The materials also provide explicit</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			vocabulary lessons. For example, in Lesson 32, students identify words as synonyms or antonyms. In Lesson 20, students determine the meaning of words with suffixes (-able, -hood, -ible, -ish, -ment, -ness). In Lesson 19, students read for meaning.
	<p>5b) Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.</p>	<p>Not Scored</p>	<p>Materials provide multiple opportunities and practice for students to demonstrate understanding of texts. Instruction provides leveled texts based on the students' ISPS assessment results, allowing them to read and comprehend at their instructional and independent levels. The materials provide opportunities for direct instruction, online instruction, and independent practice. Each cycle includes a cycle Comprehension Lesson Packet, which provides 35-35-minute-long lessons for one instructional week. Packets also include teacher guidance for lesson implementation, as well as all student engagement materials. For example, the Cycle 3, Comprehension Lesson Packet includes three lessons. Lesson 1: <i>Lamps</i> is divided into two days. On Day 1, the teacher introduces the book <i>Lamps</i> and distributes a copy of the text to each student. Students begin by taking a "picture walk" through the book to make predictions about what the book may be about. The teacher then asks questions that encourage students to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>make further predictions, such as: “Where does this story take place?” and “What makes you think that?” The teacher records students’ predictions on the Prediction Chart, discusses the story elements of a fictional text, and encourages students to make further predictions. Then, students read the text independently. During the Book Discussion portion of the lesson, the teacher facilitates as students discuss the characters, the problem, and setting of the text. The teacher deepens student understanding by asking comprehension and inference questions, such as: “What is Tad’s problem in the story?” and “What if it had been daytime in this story?” During Dictation, students explain what the story was about. The teacher restructures the sentences using grade-level vocabulary, and students write the sentences. Students continue working with the text on Day 2, as they reread the text and retell the story in their own words. Lesson 2 follows the same procedures using the text <i>On the Dot</i>. On Day 5, students read <i>Trips with My Family</i> and complete a Story Events sequence chart.</p>

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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. Non-negotiable Criteria of Superior Quality	1. Program Design	Yes	Materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency.
	2. Instructional Design	Yes	Materials provide systematic and explicit phonological awareness instruction. Materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns. Materials provide multiple opportunities and practice for students to master high-frequency words both in and out of context based on student need. Resources and/or texts provide ample practice of foundational reading skills using texts. Resources and/or texts allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3. Usability and Support	Yes	analysis skills in decoding words. Materials provide clear, extensive guidance and support for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need. Materials clearly communicate information about recommended intensity, intervention group size, and time requirements. Materials support a high level of student and teacher interaction.
II. Additional Criterion of Superior Quality	4. Additional Indicators of Superior Quality	Yes	Materials include a wide variety of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band. Materials provide a variety of multimodal/multisensory resources and/or techniques that enhance student engagement and learning. Materials include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding. Materials are easy to use and well-organized for teachers.
III. Additional Information	5. Additional Information	Not Scored	Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies. Materials provide multiple opportunities and practice for students to demonstrate

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			understanding of texts.
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			

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

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

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

The [2021-2022 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. This review represents the work of current classroom teachers with experience in ECE and grades K-5.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.