

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: **6-8**

Publisher: **Imagination Station dba Istation**

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**. 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	Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. According to the Assessment Information, the assessment used is the	<div style="background-color: #e8f5e9; padding: 2px;">✔ Does not use three-cueing</div> <div style="background-color: #e8f5e9; padding: 2px;">✔ Does not use visual memory</div>	Materials align with the expectations of Act 517 and remain a Tier 1 rating.

<p>phonological awareness, phonics, and fluency.</p> <p>Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction.</p> <p>Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students.</p>	<p>ISIP. The assessment is a computerized adaptive test, and question difficulty will adjust based on student performance. The assessment reflects the reading ability level of each student and measures growth over time. The questions range from easy to hard for each reading domain for Prekindergarten through Grade 12. The first time ISIP is administered to a student, the assessment serves as a universal screener that can be administered as needed or set monthly, setting a baseline for all future ISIP assessment results. The program creates learning groups based on assessment results. Phonemic awareness and phonics are assessed through subtests beginning at the Pre-kindergarten level through Grade 1. Oral reading fluency is assessed through subtests beginning at the Kindergarten level. The assessment is adaptive and based on student performance, not on age or grade. Teachers use the ability index to make informative instructional decisions around students' strengths and weaknesses. Under Reports in the Teacher Resources, teachers access skill growth, tier movement, Lexile trend, rate of improvement, and a standards-based report. Diagnostic, formative, and</p>	<p>✔ Does not use MSV</p>	
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	summative assessments are embedded in the software.		
<b>Non-Negotiable</b> <b>CRITERION 2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT</b> 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?
<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.	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 program offers both interactive and teacher-led instruction. Under Teacher Resources, teachers choose lessons depending on students' level. The teacher-led lessons provide systematic and explicit instruction. For example, in the Timeless Tales Unit, Unit 3, Word Analysis Syllabification, students use syllabification rules and patterns to explore words morphologically and improve spelling and vocabulary. The lesson follows the gradual release of responsibility method in that, first, the teacher models syllabification rules using the word replace and then repeats the division of several more words. Then students engage in guided practice and use the Syllabification Rules handout to participate in the distribute, display, and	✓ Does not use three-cueing ✓ Does not use visual memory ✓ Does not use MSV	Materials align with the expectations of Act 517 and remain a Tier 1 rating.

	<p>introduce the Syllabification Breakup activity. Finally, students work alone for independent practice. The explicit instruction includes a high level of engagement for students. As the lessons progress and after students receive direct instruction, students play games to support understanding. For example, in Timeless Tales, Unit 3, Word Analysis Syllabification, students play the Word Slash game. Students use dice and game cards and move through a game board. During the activity, students take turns reading words and dividing the words into correct syllables while the opposite player spells the word.</p>		
<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>Materials provide multiple opportunities and practice for students to master high-frequency words both in and out of context based on student needs. High-frequency words are evident across all cycles. For example, Cycle 1 includes and, the, see, and has, while Cycle 10 includes good, many, would, look, their, and too. In Cycle 8, the Teacher Resources High-Frequency Words Cycle includes a teacher-directed lesson that encompasses three instructional plans for the words: does, your, when, could, give, and want. In this lesson, students snap and clap the words and play the Letter Deletion game in which they create a</p>	<p> <input checked="" type="checkbox"/> Does not use three-cueing  <input checked="" type="checkbox"/> Does not use visual memory  <input checked="" type="checkbox"/> Does not use MSV     </p>	<p>Materials align with the expectations of Act 517 and remain a Tier 1 rating.</p>

	<p>visual picture for each word. Then, students listen and follow along to the poem, “Mary, Mary, Quite Contrary,” and listen for the high-frequency words. Students point or frame the high-frequency words. In Cycle 10, to correspond good, many, would, look, their, and too, the materials include an additional lesson, Lesson 19, that supports students in reading high-frequency words in sentences. After Cycle 15, students engage in Timeless Tales Lesson 1.b which includes embedded spelling lessons and Greek and Latin roots, promoting the ongoing practice of decoding. HumanEX lessons address Grade 6 and Grade 8 reading, language and literacy standards, and is a supplemental program that supports core and intervention materials.</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>	<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 program includes opportunities for students to practice foundational reading skills through online instruction, digital and printable books, and printable teacher resources. The interactive</p>	<p> <input checked="" type="checkbox"/> Does not use three-cueing  <input checked="" type="checkbox"/> Does not use visual memory  <input checked="" type="checkbox"/> Does not use MSV     </p>	<p>Materials align with the expectations of Act 517 and remain a Tier 1 rating.</p>

	<p>reading program uses books and passages to support reading instruction for each reading cycle. The instructional texts have a readability measure determined by the Lexile Framework for Reading that represents each text’s difficulty on the Lexile Scale. Each cycle provides appropriate texts for student ability as evidenced by the results of the ISIP. Students transition from reading words in isolation to reading sentences to reading decodable books. Students begin by reading books for each phonics skill taught. Sentence length, structure, text placement, and the amount and type of dialogue become more complex as students move through the scope and sequence, transitioning to multiple-skill decodable books. For example, on World of Wonders Passage, Aimee Mullen, Lexile Level 750, literary nonfiction passage, students read a passage and use a glossary that addresses vocabulary found in the passage. The passage is in the Timeless Tales Unit 1 and focuses on reader response. These passages can be used for independent or small group work. Middle School Reading (HumanEX) Lesson 2 contains five additional Passages &amp; Prompts. HumanEX integrates learning into a continuous game-based narrative.</p>		
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<p><b>Required</b></p> <p><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>	<p>Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. The program uses repeated reading on the online platform as well as during face-to-face instruction while the teacher reads and students peer read to increase exposure to support automaticity and fluency. In Cycle 8, Lesson 13, students work on the skill of Rapid Word Naming. Students read letter names and words rapidly. The teacher models reading one row at a time, and students then name the letters in that row back to the teacher. Students continue this practice daily for three to five minutes rather than mastering all in one lesson. Rapid Word Naming is a scaffolded activity. Students begin with letter names and progress to high-frequency words. Teacher guidance notes that students with visual, auditory, or memory impairments may need dozens of repetitions with this skill. Students self-monitor their progress through independent practice as the software creates instant reports to show student progress. The materials include opportunities for students to whisper-read to a partner while the teacher circulates and listens during partner or group work. In the Teacher Resources,</p>	<p>✓ Does not use three-cueing</p> <p>✓ Does not use visual memory</p> <p>✓ Does not use MSV</p>	<p>Materials align with the expectations of Act 517 and remain a Tier 1 rating.</p>
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	<p>Reteach is provided within the lessons for students requiring more instruction and practice. Teachers provide explicit instruction with modeling and guided practice to students who need additional support. Teachers reduce the number of letters or words used and then gradually add more. Students have multiple opportunities to practice words and progress as they master foundational skills. In Timeless Tales 2.0, Level 2, Reading Fluency, the entry point is to practice reading fluency. The four key areas of reading fluency include accuracy and rate, intonation, phrasing, and expression. Teachers guide the lessons in teacher-led reading fluency strategies and then monitor through partner reading and a phrased reading routine. These lessons include an oral cloze reading passage, phrased passages, sequential summary organizer and flow chart, and a fluency log to monitor the progress. Timeless Tales, Unit 3, Text Fluency uses Altyn: Part I: Oral Cloze Passage to practice fluency.</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: **6-8**

Publisher: **Imagination Station dba Istation**

Copyright: **2015**

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.

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<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. The program supports the definition of intensive reading intervention. Istation uses a blended learning approach to provide differentiated instruction. Students take the Istation’s Indicator of Progress (ISIP) assessment, a universal screener, that sets a baseline. An ISIP assessment is automatically administered monthly, resulting in eight to twelve assessments per year. The assessment is computer-adaptive, and the difficulty of the questions adjusts based on the student’s performance. Based on the results of the assessment, students are put on individualized learning paths. Teachers track the progression and completion of assignments. Instruction within the program is explicit, systematic, and data-driven with reports embedded into the software. Progression and completion are tracked through the data system. Based on information provided in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the Scope and Sequence, strands include Listening, Phonics &amp; Word Analysis, Writing &amp; Spelling, Vocabulary, Fluency, and Comprehension. The instruction is divided into cycles that start with foundational skills and progress with complexity as students advance through school. Interventions can be done during whole group instruction, small group instruction, or independently. Reports include usage, growth, and Lexile level. These supports can be reasonably implemented during the school day. Under the Toolbox on the digital program, the Usage Criteria guideline suggests thirty-plus minutes per week for Tier 1 students and forty-plus minutes for Tier 3 and Tier 2 students. The Teacher Resources include teacher-guided lessons that each take about 10-15 minutes. These lessons are prescribed based on the digital program and can be done one-on-one or in small groups. Middle School Bridge also includes several features for students to monitor their learning, including an on-demand dictionary, note-taking capabilities, and subtitles.</p>
	<p><b>Required</b>  <b>1b)</b> Materials include tools to <b>evaluate</b> foundational reading skills in the areas of phonological awareness, phonics, and fluency.</p>	<p><b>Yes</b></p>	<p>Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. According to the Assessment Information, the assessment used is the ISIP. The assessment is a computerized</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>		<p>adaptive test, and question difficulty will adjust based on student performance. The assessment reflects the reading ability level of each student and measures growth over time. The questions range from easy to hard for each reading domain for Prekindergarten through Grade 12. The first time ISIP is administered to a student, the assessment serves as a universal screener that can be administered as needed or set monthly, setting a baseline for all future ISIP assessment results. The program creates learning groups based on assessment results. Phonemic awareness and phonics are assessed through subtests beginning at the Pre-kindergarten level through Grade 1. Oral reading fluency is assessed through subtests beginning at the Kindergarten level. The assessment is adaptive and based on student performance, not on age or grade. Teachers use the ability index to make informative instructional decisions around students' strengths and weaknesses. Under Reports in the Teacher Resources, teachers access skill growth, tier movement, Lexile trend, rate of improvement, and a standards-based report. Diagnostic, formative, and summative assessments are embedded in the software.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Non-negotiable</b>  <b>2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS 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><b>Required</b>  <b>2a) 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).</b></p>	<p><b>Yes</b></p>	<p>Materials provide systematic and explicit phonological awareness instruction. The program provides an explicit and systematic phonological awareness approach to intervention instruction. In the user guide, the Interactive instructions page states “Istation utilizes cycles of instruction.” Cycles 0-7 focus on building the necessary foundational skills to learn to read with fluency and understanding. These cycles support students through scaffolded instruction. Letters are introduced systematically based on the cycle. For example, in Cycle 5, the teacher reviews letter sounds b, u, j, and w by having students participate in a routine. The teacher begins with the letter b and says the word bat. Students repeat the beginning sound in bat, /b/. Students finger trace the beginning letter while they say /b/. The teacher completes this routine with bug, boat, belt, best, beans, jam, jump, jeep, joy, we, west, win, wink, was us, and up. After the teacher reviews the sounds, the students compile a list of words beginning with b, j, w, and u. Students practice independently by listening to words that the teacher says and holding up the beginning letter of the word. The focus of Cycles 9 and 10 includes closed syllables, open syllables, and syllables ending with -le and y. In Cycle 10, the teacher demonstrates how to read longer words</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>with open syllables by stating, “When a consonant letter is standing between two vowels, most of the time you break the word before the consonant.” The teacher writes robot on the board and breaks the word before the letter b by drawing a line in front of the letter b. The teacher explains the difference between an open syllable and a closed syllable. The teacher monitors progress through Independent Practice as the students complete a practice page breaking words into two syllables using the skills taught. The Istation Reading Cycles also include the Middle School Bridge that begins after students have mastered reading Cycles 0-15. This instruction is designed to transition learners from elementary to middle school content. Middle School Reading focuses on high-leverage comprehension skills.</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. The program offers both interactive and teacher-led instruction. Under Teacher Resources, teachers choose lessons depending on students’ level. The teacher-led lessons provide systematic and explicit instruction. For example, in the Timeless Tales Unit, Unit 3, Word Analysis</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Syllabification, students use syllabification rules and patterns to explore words morphologically and improve spelling and vocabulary. The lesson follows the gradual release of responsibility method in that, first, the teacher models syllabification rules using the word replace and then repeats the division of several more words. Then students engage in guided practice and use the Syllabification Rules handout to participate in the distribute, display, and introduce the Syllabification Breakup activity. Finally, students work alone for independent practice. The explicit instruction includes a high level of engagement for students. As the lessons progress and after students receive direct instruction, students play games to support understanding. For example, in Timeless Tales, Unit 3, Word Analysis Syllabification, students play the Word Slash game. Students use dice and game cards and move through a game board. During the activity, students take turns reading words and dividing the words into correct syllables while the opposite player spells the word.</p>
	<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>Materials provide multiple opportunities and practice for students to master high-frequency words both in and out of context based on student needs. High-frequency words are evident across all</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>cycles. For example, Cycle 1 includes and, the, see, and has, while Cycle 10 includes good, many, would, look, their, and too. In Cycle 8, the Teacher Resources High-Frequency Words Cycle includes a teacher-directed lesson that encompasses three instructional plans for the words: does, your, when, could, give, and want. In this lesson, students snap and clap the words and play the Letter Deletion game in which they create a visual picture for each word. Then, students listen and follow along to the poem, "Mary, Mary, Quite Contrary," and listen for the high-frequency words. Students point or frame the high-frequency words. In Cycle 10, to correspond good, many, would, look, their, and too, the materials include an additional lesson, Lesson 19, that supports students in reading high-frequency words in sentences. After Cycle 15, students engage in <i>Timeless Tales</i> Lesson 1.b which includes embedded spelling lessons and Greek and Latin roots, promoting the ongoing practice of decoding. HumanEX lessons address Grade 6 and Grade 8 reading, language and literacy standards, and is a supplemental program that supports core and intervention materials.</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>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 program includes opportunities for students to practice foundational reading skills through online instruction, digital and printable books, and printable teacher resources. The interactive reading program uses books and passages to support reading instruction for each reading cycle. The instructional texts have a readability measure determined by the Lexile Framework for Reading that represents each text’s difficulty on the Lexile Scale. Each cycle provides appropriate texts for student ability as evidenced by the results of the ISIP. Students transition from reading words in isolation to reading sentences to reading decodable books. Students begin by reading books for each phonics skill taught. Sentence length, structure, text placement, and the amount and type of dialogue become more complex as students move through the scope and sequence, transitioning to multiple-skill decodable books. For example, on World of Wonders Passage, Aimee Mullen, Lexile Level 750, literary nonfiction passage, students read a passage and use</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>a glossary that addresses vocabulary found in the passage. The passage is in the Timeless Tales Unit 1 and focuses on reader response. These passages can be used for independent or small group work. Middle School Reading (HumanEX) Lesson 2 contains five additional Passages &amp; Prompts. HumanEX integrates learning into a continuous game-based narrative.</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 guidance to support students as they confirm or self-correct errors.</p>	<p><b>Yes</b></p>	<p>Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. The program uses repeated reading on the online platform as well as during face-to-face instruction while the teacher reads and students peer read to increase exposure to support automaticity and fluency. In Cycle 8, Lesson 13, students work on the skill of Rapid Word Naming. Students read letter names and words rapidly. The teacher models reading one row at a time, and students then name the letters in that row back to the teacher. Students continue this practice daily for three to five minutes rather than mastering it all in one lesson. Rapid Word Naming is a scaffolded activity. Students begin with letter names and progress to high-frequency words. Teacher guidance notes that students with visual, auditory, or memory impairments may need dozens of repetitions with this skill.</p>

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			<p>Students self-monitor their progress through independent practice as the software creates instant reports to show student progress. The materials include opportunities for students to whisper-read to a partner while the teacher circulates and listens during partner or group work. In the Teacher Resources, Reteach is provided within the lessons for students requiring more instruction and practice. Teachers provide explicit instruction with modeling and guided practice to students who need additional support. Teachers reduce the number of letters or words used and then gradually add more. Students have multiple opportunities to practice words and progress as they master foundational skills. In Timeless Tales 2.0, Level 2, Reading Fluency, the entry point is to practice reading fluency. The four key areas of reading fluency include accuracy and rate, intonation, phrasing, and expression. Teachers guide the lessons in teacher-led reading fluency strategies and then monitor through partner reading and a phrased reading routine. These lessons include an oral cloze reading passage, phrased passages, sequential summary organizer and flow chart, and a fluency log to monitor the progress. Timeless Tales, Unit 3, Text Fluency uses Altyn: Part I: Oral Cloze Passage to practice fluency.</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 needs. Materials communicate information about recommended intensity, intervention group size, and time requirements. The materials provide teacher-guided lessons located in the Teacher Resources that each take about 10-15 minutes. These lessons are prescribed based on the digital program and can be done one-on-one or in small groups. Teachers can use the Priority Report to easily identify the students who need the most support. The Usage Guidelines state that students in Tier 1 (Levels 3, 4, 5) need a minimum of 30 minutes per week. Students in Tiers 2 and 3 (Levels 1 and 2) need a minimum of 40 minutes per week. Usage patterns establish Instructional Tier Goals, which show the expected growth for a student in a given academic year. Tier 1 students are on track to meet grade-level expectations. Tier 2 students are at some risk of not meeting grade-level expectations. Tier 3 students are at significant risk of not meeting grade-level expectations.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>3b) Materials support a 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 Priority Report helps teachers easily identify who needs the most support. Teachers use the 10-15 minute teacher-guided lessons that can be done one-on-one or in small groups. The Teacher Resources provide scripted lessons. Teacher-Directed Lessons (TDL) allow teachers to deliver targeted instruction based on student needs and digital work. The choice for Teacher-Directed Lessons includes one-on-one, small groups, or an interactive whiteboard for whole-group lessons. In G4 Fluency 4, students practice oral reading fluency through Reader’s Theater. The teacher works with a small group of students. This particular TDL is highly interactive as it motivates and engages students to participate in a back-and-forth manner of reading. Each TDL for reading fluency begins with an entry point with teacher-led reading fluency strategies. Teachers use prompts to engage students in the passage and to clarify meaning. In TT 2.0 NexLevel, the lesson progresses to extension tasks that include lessons on creating, gamifying, performing, and researching.</p>
<p><b>SECTION II: ADDITIONAL CRITERION OF SUPERIOR QUALITY</b></p>			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<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 resources and provide a wide variety of resources/texts.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b>  <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 program uses books and passages to support reading instruction for each teaching cycle. Teacher Resources provide a list of all titles of texts, types of texts, Lexile measures, and skills or skills associated with each text. For example, <i>Timeless Tales Exhibit 10 - Forbidden Stone</i> has a Lexile level of 835L and <i>World of Wonders Passage - China's Great Dragon</i> is 940L. The program includes a variety of genres, allowing student and teacher choice, such as fiction, fable, expository, persuasive, fairy tale, chapter books, argumentative, fantasy, friendly letters, and poetry. After students are placed in cycles, texts are available that correspond to their level. In the reports, a Lexile level report can be created for students. Once a Lexile level is established, the materials include texts that have corresponding levels.</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 techniques that enhance student engagement and learning. The online digital student content is animated and interactive. The materials include videos, images, real-life examples, and hands-on activities. For example, on the student version of The Imagination Station for a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Grade 6 student, students select an avatar and theme of their liking to get started. For visual learners, teachers have access to graphic organizers and diagrams. For example, story maps are available for download to use during a Teacher-Directed Lesson or independent work to support students in identifying the characters, setting and the problem and solution. Tactile learners have opportunities to manipulate letter cards, sorting, and cutting and pasting. For example, in the Teacher-Directed Lesson from Cycle 7, colorful digraph cards can be used in the Word Masters Spelling Game where students use the cards to spell words using the previously taught phonic skills.</p>
	<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 understanding. Feedback is given automatically when students work in the online digital component. When a student gets an answer incorrect, they receive opportunities to master that skill at a comfortable level. Once students show progress based on the daily reports of accuracy and fluency, the rigor is increased. When a student answers correctly, the items show green and the game continues. Student goals are based on the initial ISIP assessment, but the</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teacher can meet with the student to create or change goals. Students have access to their scores and goals. An individual Student Summary report can be created to show students their progress. Teachers can also create the Activity Detail report containing information for each activity completed, including the question stem, student answers, the number of correct and incorrect answers, and response time.</p>
	<p><b>Required</b>  <b>4d)</b> Materials are <b>easy to use and well organized</b> 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><b>Yes</b></p>	<p>Materials are easy to use and well organized for teachers. The Teacher Toolbox includes multiple resources and files that can be located/downloaded for Teacher-Directed Lessons, instructional tier goal charts, and assessment information. Teachers have a Scope and Sequence for Istation Reading, Timeless Tales, Writing Rules, and TT 2.0 NexLevel. The report tab is easy to use and color-coded. Reports can be run on Lexile Levels, usage, student priority, and growth. In the ISIP Reading Comprehension tool teachers have lessons to teach students various comprehension strategies such as using semantic cues to determine a missing word. The Classroom tab gives a brief overview of students' intervention level or tier, monthly ISIP status, and their usage. The Toolbox tab under Teacher Resources houses the corresponding</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>scripted lessons. This section is easily searchable based on skill, lesson number, or cycle. Based on assessment data, students will be placed in cycles. Resources for the cycles can be found on the Cycles/Units of Instruction page. The cycles begin in foundations where students will be presented with the letters in alphabetical order. The lessons are organized with a progression of instruction. All of the lessons and skills are listed and can be accessed in the Teacher Resources under the Teacher Toolbox.</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. Several teacher-directed lessons focus on vocabulary instruction and word-learning strategies. After teachers review the data from ISIP, there are vocabulary lessons for Tier 1 and also Tier 2 and 3 students. From the group of lessons provided, teachers select the lesson that best meets student needs. After teaching the lesson, the teacher charts progress. Opportunities are provided within each lesson to reteach or redeliver the next appropriate lesson based on progress monitoring data. For example, a Tier 2 student receiving Lesson 6 gets an appropriate text and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>graphic organizer. The teacher identifies and introduces words one at a time. Within guided practice, teachers build a deeper understanding through semantic maps or vocabulary webs. In Timeless Tales, Unit 3, Priority - Vocabulary Visa contains a lesson that uses mnemonic devices to teach vocabulary in the context of a short fictional passage. Students review how to use a vocabulary concept map to study new vocabulary words.</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 an understanding of texts. The program provides texts allowing students to read and comprehend at their instructional and independent levels. Opportunities for direct instruction, online instruction, and independent practice are provided throughout the materials. In Cycle 3, a comprehension lesson packet is included. Lesson 2 takes place over two days. On day one, students do word work, a comprehension mini-lesson, and then a writing/dictation. On day two, students and teachers will review word work, complete story mapping, and engage in a writing extension. Cycle 4 consists of two lessons and four days of instruction. Students make predictions, decode, retell, discuss, sequence, make connections, and generate questions. In Lesson TT 2.0 NexLevel - L1 Priority - Text</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Fluency, the lesson uses the four key areas and strategies of reading fluency to support students in the acquisition and improvement of text reading fluency.

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

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

Section	Criteria	Yes/No	Final Justification/Comments
<b>I. Non-negotiable Criteria of Superior Quality</b>	1. Program Design	<b>Yes</b>	Materials and instructional approaches support the rubric definition for intensive reading interventions and can be reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency.
	2. Instructional Design	<b>Yes</b>	Materials provide systematic and explicit phonological awareness instruction and systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns. Materials provide multiple opportunities and practice for students to master high-frequency words both in and out of context based on

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>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 analysis skills in decoding words. Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity.</p>
	3. Usability and Support	<b>Yes</b>	<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. Materials support a high level of student and teacher interaction.</p>
<b>II. Additional Criterion of Superior Quality</b>	4. Additional Indicators of Superior Quality	<b>Yes</b>	<p>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</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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 an 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.