

## Instructional Materials Evaluation Tool - Foundations of Reading Intensive Intervention Grades 3-8

### ELA K-12 Louisiana Student Standards Review

Louisiana educators engaged in a professional review of the state’s academic standards for English language arts (ELA) to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA standards will be effective beginning with the 2026-2027 school year. As part of the Louisiana Department of Education’s (LDOE’s) support for a seamless transition to these new standards, the LDOE identified the major changes in the standards and their potential impact on the criteria used to review instructional materials.

Title: [Title]

Grade: [Grade/Course]

Publisher: [Publisher]

Copyright: [Copyright]

Overall Rating: Tier 1, Exemplifies quality

This Foundations of Reading Intensive Intervention Grades 3-8 review has been examined for the following major shifts in alignment resulting from the Louisiana Student Standards Review:

- **Foundational Skills:** Phonological Awareness (RF.2), Phonics and Word Recognition (RF.3), and Fluency (RF.4)

The following criteria/indicators may be impacted:

- **Criterion 1:** Indicator 1a
- **Criterion 2:** Indicators 2a, 2b, 2d, and 2e
- **Criterion 5:** Indicator 5a

This review [remains a Tier 1 rating/has changed to a Tier 3 rating]. As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that system curriculum staff, school leaders, and teachers consider these findings when using these 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	Currently in the Rubric	Alignment Review	Impact of Review
<b>Required 1a)</b> Materials and instructional approaches <b>support</b> the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours and is clearly indicated in materials. Intensive foundational reading skills intervention is data-driven, individualized by skill needs, systematic, and explicit.			

**Non-Negotiable Criterion 2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT**

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

Indicator	Currently in the Rubric	Alignment Review	Impact of Review
<b>Required 2a)</b> Materials provide systematic and explicit			

<p><b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes). Materials do not require or encourage three-cueing<sup>1</sup>, MSV<sup>2</sup> cues, or visual memory for word recognition.</p>			
<p><b>Required 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 do not require or encourage three-cueing, MSV cues, or visual memory for word recognition.</p>			

<sup>1</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues

<sup>2</sup> **MSV:** Meaning, Structure, and Visual cues

<p><b>Required 2c)</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. Materials do not require or encourage three-cueing, MSV cues, or visual memory for word recognition.</p>			
<p><b>Required 2d)</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,</p>			

<p>rate appropriate to the text, and expression. Materials provide teacher guidance to support students as they confirm or self-correct errors. Materials do not require or encourage three-cueing, MSV cues, or visual memory for word recognition.</p>			
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**Criterion 5. ADDITIONAL INFORMATION**  
 These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.

Indicator	Currently in the Rubric	Alignment Review	Impact of Review
<p><b>5a)</b> Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.</p>			