

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 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 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
<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). Materials do not require or encourage three-cueing¹, MSV² cues, or visual memory for word recognition.</p>			
<p>Required 2b) Materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and</p>			

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

² **MSV:** Meaning, Structure, and Visual cues

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

<p>students to engage in supported practice to gain reading fluency with accuracy and automaticity. Based on student need, resources and/or texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression. Materials provide teacher guidance to support students as they confirm or self-correct errors. Materials do not require or encourage three-cueing, MSV cues, or visual memory for word recognition.</p>			
<p>Criterion 5. ADDITIONAL INFORMATION These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</p>			
Indicator	Currently in the Rubric	Alignment Review	Impact of Review
<p>5a) Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.</p>			

