

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: **Lexia PowerUp Literacy**

Grades: **6-8**

Publisher: **Lexia Learning Systems LLC**

Copyright: **2018**

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?
Required 1b) Materials include tools to evaluate foundational reading skills in the areas of	Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. The PowerUp Teacher Manual	<input checked="" type="checkbox"/> Does not use three-cue... ▾ <input checked="" type="checkbox"/> Does not use visual me... ▾	Materials meet the requirements 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>explains that students complete an online assessment to determine their level or placement within the program. The Auto Placement takes one to two class periods, and progress is saved in the program. The comprehension assessment is 15 to 45 minutes and students are placed using an adaptive built-in comprehension assessment. The word study placement is 5-10 minutes and consists of reading and spelling nonwords. The grammar section is 5-10 minutes of the placement and asks students to identify nouns, verbs, and other parts of speech. Students are placed within one of three zones: Foundational (skills taught in grades K-2), Intermediate (skills taught in grades 3-5), or Advanced (skills taught in grades 6-8). Through the management system myLexia, the teacher is able to monitor student engagement and assessment outcomes. The teacher is able to see the class overview, the skill status of each student to monitor and inform instruction, and the total minutes students are spending on PowerUp and if they are meeting their usage goals as stated in the PowerUp Teacher Manual. The program prescribes weekly, 5-Minute Check-Ins for the ongoing data that is collected. Check-ins provide the following information: "Who needs help?" tab,</p>	<p>✔ Does not use MSV ▾</p>	
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	<p>“Who needs Instruction?” tab, “Who needs more time using the Needs Usage?” tab, and “Who has offline skill sheets using Skill Builders?” tab. Student skill reports are created, allowing teachers the opportunity to see where students are having issues and teach the corresponding lesson. In Word Study, students develop and strengthen accuracy, automaticity, and fluency skills by “focusing on the reliable and recurring patterns in spoken and written words.”</p> <p>The Word Study Zone and Levels 1-6 focus on foundational skills such as phonological awareness and phonics. For example, in Foundational Zone, Lesson 1, Closed Syllables 1: Syllables, Letter Patterns, & Sounds: students segment syllables, blend syllables, identify beginning and ending sounds, and focus on short vowels a, i, and o. In Foundational Lesson 6, Closed and Silent e Syllables, students focus on silent -e syllables, consonant and vowel suffixes, hard and soft sounds of c, syllable division, and drop-e rule. Once students have successfully completed all the lessons in the Foundational Zone, they move to the Intermediate Zone. As students progress through the materials, phonics lessons become increasingly more complex. In the Intermediate Zone,</p>		
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	<p>Level 11, students focus on vowel -r syllables by identifying vowel -r syllables, syllable division, and identifying vowel -r sounds. The Advanced Zone focuses on prefixes, roots, suffixes, and Greek combining forms. Materials also include PowerUp Fluency Packs in the PowerUp Resource Hub. These packs are available in leveled sets based on the instructional zones. The passages should be used within the block to evaluate and assess oral reading fluency and to provide additional practice for students. Materials contain oral reading fluency models by the teacher. In Word Study Lesson, Level 3, Reading Patterns, the teacher models appropriate accuracy, rate, and expression. Students then build fluency through choral, echo, and repeated reading. The teacher listens and gives students corrective or confirmatory feedback on their fluency.</p>		
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Non-Negotiable

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

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

INDICATOR	What does the current review say?	Do the materials align with expectations of Act 517?	What is the impact on this review?
<p>Required 2b) Materials provide systematic and explicit phonics</p>	<p>Materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for</p>	<p>✓ Does not use three-cue... ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>

<p>instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p>	<p>students to hear, say, write, and read sound and spelling patterns. According to the Scope and Sequence, lessons at all levels focus on phonics skills progression. For example, phonics instruction includes word study that is categorized into leveled zones as either Foundational (K-2), Intermediate (3-5), or Advanced (6-8). Each Zone targets specific letter patterns, sounds, and word meanings. In Word Study, students develop, "...accuracy, automaticity, and fluency in reading by focusing on the reliable and recurring patterns in spoken and written words." In Word Study 1, Closed Syllable Words, Activity 2, students practice syllabication by listening to words and identifying the number of syllables it has. Students sort the words by placing them in their correct group. Students listen for the number of syllables by "counting the number of sounded vowels to find the number of syllables." Then, students complete the Short Vowel Categorization activity by sorting words based on their vowel sound. In this lesson, words either have one short vowel sound or two. Students sort the words that have either the short a, i, or both short a and i vowel sounds. Students also have repeated opportunities to practice spelling patterns. For example, Activity 3: Spelling</p>	<p> <input checked="" type="checkbox"/> Does not use visual me... ▾ <input checked="" type="checkbox"/> Does not use MSV ▾ </p>	
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	<p>Patterns teaches students the Doubling Rule. Students view a video lesson about the doubling rule followed by the Doubling Rule Checkpoint in which students answer comprehension questions about the lesson video by using various words that do or do not follow the doubling rule. Then, using the Doubling Rule, students are shown a word, such as spot + ed, and instructed to spell the word correctly. Students must determine the correct spelling of the word using the new rule they have learned. If students misspell a word they are redirected to think about the “checkpoints” and try again. In Level 8, Vowel Pair Syllable, Activity 1: Letter Patterns, Sounds, and Meaning, students engage in the following skill practice opportunities: Activity 1: Letter Patterns, Sounds & Meaning: Vowel Combinations (oi, oy) Identification; Vowel Combinations (ou, ow) Identification; Vowel Combinations (oo, ow, au, aw) Categorization; Syllable Division; Vowel Sound Categorization; and Suffix Categorization -tion, -sion. Students gain knowledge of vowel teams, closed and silent -e syllables, and the rule for changing the letter y when adding suffixes.</p>		
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<p>Required</p> <p>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.</p> <p>According to the Scope and Sequence, Foundational and Intermediate Word Study Lessons include the sight word components of Sight Word Identification, Sight Word Spelling, and Comprehension. In Sight Word Spelling, students are asked to listen to a word and type one word from three shown choices. In Sight Word Identification, students are asked to listen to a word and click on the correct word. If missed, the correct word flashes quickly. In a second round, students are encouraged to beat their time from the previous round. In Comprehension, students respond by choosing which sight word fits into close passages. For example, in Foundational Skills, Level 2, Closed Syllable Words (/o/ and /u/), students complete Sight Word Identification and Sight Word Spelling tasks. Students are shown the word, then it disappears. Students are shown a variety of words and asked to choose the sight word as it is said aloud. Time is kept for Round 1 and students are encouraged to complete the activity again and beat their time. Then, in the Sight Word Spelling task, students are provided with</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>
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	<p>3 models. A word is said aloud and the student types the word they hear. If a word is not typed correctly, the student is presented with an activity resembling a word search puzzle where they are to drag and drop a word to match the word they hear. In Level 3, Activities 2, 4, and 6 sight words are introduced and practiced. In Activity 4, sight words include: they, have, people, does, would, could, should, want, because, before, been, there, from, was, and you. The goal of this activity is to practice both speed and accuracy when reading text aloud. Anchor charts that correspond to the activities are provided. Practice reading and writing the sight words is included, as well as a corresponding oral reading fluency.</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. Lexia lessons, in both the Word Study and Comprehension strands, allow for “systematic and frequent educator-led modeling and facilitated oral reading practice for students using a variety of controlled and grade-level texts.” Passages, specifically those in the Word</p>	<p>✓ Does not use three-cue... ▾</p> <p>✓ Does not use visual me... ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>

	<p>Study component, support the building of phonics patterns and word analysis skills. Students practice letter-sound patterns in the context of multisyllabic words similar to the ones they encounter in grade-level texts across multiple content areas. Activities are at the word, sentence, and passage level and include the application of spelling rules. In the Word Study activities, students have the opportunity to practice fluency by reading a text to another person and identifying, spelling and using the words that were in the text. Sight words that are practiced are also colored in blue. If students are unable to decode the words in blue, they have the opportunity to click on or select the blue word, and the program pronounces the word. Materials include 70 lessons across the strands which include 37 reading passage lessons and 33 grade-level passages of a variety of genres including: informational, narrative, and argumentative texts, and also poetry. The 37 reading passage lessons include controlled/decodable passages. These lessons are accessible via the myLexia educator dashboard with recommendations for use based on student performance in the online program. In the teacher dashboard, students are flagged as needing more</p>		
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	<p> assistance with a specific skill, and the Lexia lessons correspond to the skill that the student is struggling with in the software. For example, in Word Study, Level 4, Closed syllable (short o, u), there is a reading passage titled “Chipmunks” that can be read 1:1 with the teacher. The teacher notes any miscues and offers corrective and instructional feedback to strengthen student understanding for the specific targeted skill. The 33 grade-level passage lessons are also accessible via the myLexia educator dashboard which also includes recommendations for use based on individual student performance in the online program. For example, in Word Study, Level 10, Syllable Types, Vowel Pairs 3 (Long Vowel Teams), students develop an understanding of the six syllable types: closed, silent <i>-e</i>, consonant <i>-le</i>, open, vowel pair, and vowel <i>-r</i>. In this lesson, the teacher reviews the definition of vowel team and explains that it is a type of vowel pair syllable. Vowel teams: <i>ee, ea, ie, ai, ay</i>, and <i>oa</i> are introduced as the teacher displays and reads words for each vowel team. Students practice reading words with vowel teams from the At A Glance section of the lesson, which is a reproducible page included with the lesson. The teacher and students then </p>		
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	<p>practice syllable division and then practice reading and sorting syllables. Additionally, digital versions of the lesson in the Word Study strand are available on the PowerUp Resource Hub.</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>Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. PowerUp Fluency Passage Packs provide teachers the opportunity to assess students’ reading and students the opportunity to practice oral reading. The packs include: 30 controlled-text passages that target word analysis skills from the Foundational Zone of the program, 47 controlled-text passages that target word analysis skills from the Intermediate Zone of the program, and 66 grade-level passages from the Advanced Zone of the program. Packs include teacher guidance for “conducting fluency probes and supporting student progress.” Passages include a running word count and evaluation tool for calculating the number of words read correctly per minute as well as a student’s accuracy when reading. For example, in the Foundational Fluency Passage Pack, students read “The Trip,” and the word analysis skill focuses on consonant digraphs and has a word count of 136. If</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>students have difficulty reading the passage, the teacher can also access lessons in the Lexia Lessons: Slide Decks section of the Support for Instruction tab. Teachers have the opportunity to download a corresponding slide deck that supports student development of the skill. Materials also offer Anchor Charts that correspond with the lessons that are also used to support student understanding. Passages also include Check For Understanding, text-based questions, that allow teachers the opportunity to assess students' reading comprehension of the text. Fluency Passage Packs also include: Dimensions of Fluent Reading Rubric, Fluent Reading Student Checklist, and National Oral Reading Fluency Norms, which are all available on the PowerUp Resources Hub. Each passage has a corresponding word analysis skill. For example, "Vampire" corresponds with the Consonant-le Syllable lesson. Additionally, each fluency passage has associated comprehension questions. The directions for the fluency task within the online program asks students to practice reading fluently to another student or adult in the room. Students record their readings and use the Student Reading Checklist to self-assess. Students are also given</p>		
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	opportunities to reflect on their fluency and identify strengths and weaknesses.		
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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: **Lexia PowerUp Literacy**

Grade: **6-8**

Publisher: **Lexia Learning Systems LLC**

Copyright: **2018**

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 Criteria 2-3. 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 weekly usage document outlines how to divide student’s online time and face-to-face time. The materials recommend 85 to 145 minutes a week and 25-45 minutes of each strand online depending on the child’s level. Lexia lessons average 15-20 minutes per lesson. Students set individual learning goals. The PowerUp Instructional Manual explains the three strand categories the materials focus on: Word Study, Grammar, and Comprehension. Within Word Study, students learn the skills that advance accuracy and fluency of reading texts. In the Grammar strand, students study the structure of text genres and vocabulary. The comprehension strand of Lexia Core5 Reading develops students’ active reading skills, promotes their language and knowledge development, and supports their critical engagement with texts. Within each strand, there are three</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>different zones that determine student ability within the strand. These zones vary from “highly scaffolded focused questions to more nuanced and independent tasks and reading.” An initial Auto Placement is completed over one or more class periods. Students are placed within one of three zones: Foundational (skills taught in K-2), Intermediate (skills taught 3-5), or Advanced (skills taught in 6-8). Students’ online instructional minute goals change based on their identified zone. For example, Lesson 1, located in resources on myLexia, includes a word study, syllable segmentation lesson for small groups, and individual instruction taught by the teacher. Lesson 9, for intermediate learners, focuses on morphology using the suffixes -ness, -less, and -ful. Lesson 14, for advanced learners, focuses on the Greek use of -y as a vowel.</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. 	Yes	<p>Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. The PowerUp Teacher Manual explains that students complete an online assessment to determine their level or placement within the program. The Auto Placement takes one to two class periods and progress is saved in the program. The comprehension assessment is 15 to 45 minutes and students are placed using an adaptive built-in comprehension</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>assessment. The word study placement is 5-10 minutes and consists of reading and spelling nonwords. The grammar section is 5-10 minutes of the placement and asks students to identify nouns, verbs, and other parts of speech. Students are placed within one of three zones: Foundational (skills taught in grades K-2), Intermediate (skills taught in grades 3-5), or Advanced (skills taught in grades 6-8). Through the management system myLexia, the teacher is able to monitor student engagement and assessment outcomes. The teacher is able to see the class overview, the skill status of each student to monitor and inform instruction, and the total minutes students are spending on PowerUp and if they are meeting their usage goals as stated in the PowerUp Teacher Manual. The program prescribes weekly, 5-Minute Check-Ins for the ongoing data that is collected. Check-ins provide the following information: “Who needs help?” tab, “Who needs Instruction?” tab, “Who needs more time using the Needs Usage?” tab, and “Who has offline skill sheets using Skill Builders?” tab. Student skill reports are created, allowing teachers the opportunity to see where students are having issues and teach the corresponding lesson. In Word Study, students develop and strengthen accuracy, automaticity, and fluency skills</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>by “focusing on the reliable and recurring patterns in spoken and written words.”</p> <p>The Word Study Zone and Levels 1-6 focus on foundational skills such as phonological awareness and phonics. For example, in Foundational Zone, Lesson 1, Closed Syllables 1: Syllables, Letter Patterns, & Sounds, students segment syllables, blend syllables, identify beginning and ending sounds, and focus on short vowels a, i, and o. In Foundational Lesson 6, Closed and Silent e Syllables, students focus on silent -e syllables, consonant and vowel suffixes, hard and soft sounds of c, syllable division, and drop-e rule. Once students have successfully completed all the lessons in the Foundational Zone they move to the Intermediate Zone. As students progress through the materials, phonics lessons become increasingly more complex. In the Intermediate Zone, Level 11, students focus on vowel -r syllables by identifying vowel -r syllables, syllable division, and identifying vowel -r sounds. The Advanced Zone focuses on prefixes, roots, suffixes, and Greek combining forms. Materials also include PowerUp Fluency Packs in the PowerUp Resource Hub. These packs are available in leveled sets based on the instructional zones. The passages should be used within the block to evaluate and assess oral reading fluency and to provide</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>additional practice for students. Materials contain oral reading fluency models by the teacher. In Word Study Lesson, Level 3, Reading Patterns, the teacher models appropriate accuracy, rate, and expression. Students then build fluency through choral, echo, and repeated reading. The teacher listens and gives students corrective or confirmatory feedback on their 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, 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>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 are structured into three strands. The Grammar strand has 7 levels, the Comprehension strand has 16 levels, and the Word Study strand has 14 levels. Students progress through the activities sequentially until they complete a level, at which point they advance to the next level working through the three zones, Foundational, Intermediate, and Advanced. Phonological awareness lessons are observed in both the Foundational and Intermediate Zones. For example, the Scope and Sequence for Word Study, Level 1, focuses on Syllable Segmentation Blending Syllables Beginning & Ending Sounds Consonants (p/b, f/v, t/d, k/g, s/z), Short Vowels (a, i, o), Word Completion (a, i, o), and Sound Segmentation. In Level 1, students segment/blend words into syllables, identify beginning and ending sounds,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>identify initial confusable consonants, and construct short vowel keyword cards. Students also type in missing initial vowels, sort vowel letters with a focus on speed, and segment words into sounds. While Levels 4 and 5 focus on short vowel sounds /o/, /u/, and /e/. In Level 4, students focus on closed syllables with short o and u, consonant digraphs, suffixes, and final sounds/spellings (-ck, tch, -dge). Level 10, focuses on vowel combinations; VC/V syllable division, and suffixes -tion and -sion. In Intermediate Level 5, students focus on spelling pattern -le. Advanced lessons focus on Latin and Greek roots. Lessons are deliberately focused and include say, model, practice, and apply (through typing). The lessons have explicit instruction where direct instruction occurs, teacher modeling, practice, and application. For example, in Intermediate Lesson 8, Spelling Rule: Changing, the teacher instructs focusing on changing spelling patterns with -y and -i before adding a suffix that does not begin with -i. After instruction, students have the opportunity to practice reading words. The teacher will model reading words and writing words before students apply this skill to reading and writing sentences.</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. According to the Scope and Sequence, lessons at all levels focus on phonics skills progression. For example, phonics instruction includes word study that is categorized into leveled zones as either Foundational (K-2), Intermediate (3-5), or Advanced (6-8). Each Zone targets specific letter patterns, sounds, and word meaning. In Word Study, students develop, "...accuracy, automaticity, and fluency in reading by focusing on the reliable and recurring patterns in spoken and written words." In Word Study 1, Closed Syllable Words, Activity 2, students practice syllabication by listening to words and identifying the number of syllables it has. Students sort the words by placing them in their correct group. Students listen for the number of syllables by "counting the number of sounded vowels to find the number of syllables." Then, students complete the Short Vowel Categorization activity by sorting words based on their vowel sound. In this lesson, words either have one short vowel sound or two. Students sort the words that have either the short a, i, or both short a and i vowel sounds. Students also have repeated opportunities to practice spelling</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>patterns. For example, Activity 3: Spelling Patterns teaches students the Doubling Rule. Students view a video lesson about the doubling rule followed by the Doubling Rule Checkpoint in which students answer comprehension questions about the lesson video by using various words that do or do not follow the doubling rule. Then, using the Doubling Rule, students are shown a word, such as spot + ed, and instructed to spell the word correctly. Students must determine the correct spelling of the word using the new rule they have learned. If students misspell a word they are redirected to think about the “checkpoints” and try again. In Level 8, Vowel Pair Syllable, Activity 1, Letter Patterns, Sounds & Meaning, students engage in the following skill practice opportunities: Activity 1, Letter Patterns, Sounds & Meaning: Vowel Combinations (oi, oy) Identification; Vowel Combinations (ou, ow) Identification; Vowel Combinations (oo, ow, au, aw) Categorization; Syllable Division; Vowel Sound Categorization; and Suffix Categorization - tion, -sion. Students gain knowledge of vowel teams, closed and silent -e syllables, and the rule for changing the letter y when adding suffixes.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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. According to the Scope and Sequence, Foundational and Intermediate Word Study Lessons include the sight word components of Sight Word Identification, Sight Word Spelling, and Comprehension. In Sight Word Spelling, students are asked to listen to a word and type one word from three shown choices. In Sight Word Identification, students are asked to listen to a word and click on the correct word. If missed, the correct word flashes quickly. In a second round, students are encouraged to beat their time from the previous round. In Comprehension, students respond by choosing which sight word fits into close passages. For example, in Foundational Skills, Level 2, Closed Syllable Words (/o/ and /u/), students complete Sight Word Identification and Sight Word Spelling tasks. Students are shown the word, then it disappears. Students are shown a variety of words and asked to choose the sight word as it is said aloud. Time is kept for Round 1, and students are encouraged to complete the activity again and beat their time. Then, in the Sight Word Spelling task, students are provided with three models. A word is said aloud and the student types the word they hear. If a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>word is not typed correctly, the student is presented with an activity resembling a word search puzzle where they are to drag and drop a word to match the word they hear. In Level 3, Activities 2, 4, and 6 sight words are introduced and practiced. In Activity 4, sight words include: they, have, people, does, would, could, should, want, because, before, been, there, from, was, and you. The goal of this activity is to practice both speed and accuracy when reading text aloud. Anchor charts that correspond to the activities are provided. Practice reading and writing the sight words is included, as well as a corresponding oral reading fluency.</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. Lexia lessons, in both the Word Study and Comprehension strands, allow for “systematic and frequent educator-led modeling and facilitated oral reading practice for students using a variety of controlled and grade-level texts.” Passages, specifically those in the Word Study component, support the building of phonics patterns and word analysis skills. Students practice letter-sound patterns in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the context of multisyllabic words similar to the ones they encounter in grade-level texts across multiple content areas. Activities are at the word, sentence, and passage level and include the application of spelling rules. In the Word Study activities, students have the opportunity to practice fluency by reading a text to another person and identifying, spelling and using the words that were in the text. Sight words that are practiced are also colored in blue. If students are unable to decode the words in blue, they have the opportunity to click on or select the blue word, and the program pronounces the word. Materials include 70 lessons across the strands which include 37 reading passage lessons and 33 grade-level passages of a variety of genres including: informational, narrative, and argumentative texts, and also poetry. The 37 reading passage lessons include controlled/decodable passages. These lessons are accessible via the myLexia educator dashboard with recommendations for use based on student performance in the online program. In the teacher dashboard, students are flagged as needing more assistance with a specific skill, and the Lexia lessons correspond to the skill that the student is struggling with in the software. For example, in Word Study, Level 4, Closed syllable (short o, u), there</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>is a reading passage titled “Chipmunks” that can be read 1:1 with the teacher. The teacher notes any miscues and offers corrective and instructional feedback to strengthen student understanding for the specific targeted skill. The 33 grade-level passage lessons are also accessible via the myLexia educator dashboard, which also includes recommendations for use based on individual student performance in the online program. For example, in Word Study, Level 10, Syllable Types, Vowel Pairs 3 (Long Vowel Teams), students develop an understanding of the six syllable types: closed, silent -e, consonant -le, open, vowel pair, and vowel -r. In this lesson, the teacher reviews the definition of vowel team and explains that it is a type of vowel pair syllable. Vowel teams: <i>ee, ea, ie, ai, ay, and oa</i> are introduced as the teacher displays and reads words for each vowel team. Students practice reading words with vowel teams from the At A Glance section of the lesson, which is a reproducible page included with the lesson. The teacher and students then practice syllable division and then practice reading and sorting syllables. Additionally, digital versions of the lesson in the Word Study strand are available on the PowerUp Resource Hub.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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. PowerUp Fluency Passage Packs provide teachers the opportunity to assess students' reading and students the opportunity to practice oral reading. The packs include: 30 controlled-text passages that target word analysis skills from the Foundational Zone of the program, 47 controlled-text passages that target word analysis skills from the Intermediate Zone of the program, and 66 grade-level passages from the Advanced Zone of the program. Packs include teacher guidance for "conducting fluency probes and supporting student progress." Passages include a running word count and evaluation tool for calculating the number of words read correctly per minute as well as a student's accuracy when reading. For example, in the Foundational Fluency Passage Pack, students read "The Trip," and the word analysis skill focuses on consonant digraphs and has a word count of 136. If students have difficulty reading the passage, the teacher can also access lessons in the Lexia Lessons: Slide Decks section of the Support for Instruction tab. Teachers have the opportunity to download a corresponding slide deck that supports student development of the skill. Materials also</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>offer Anchor Charts that correspond with the lessons that are also used to support student understanding. Passages also include Check For Understanding, text-based questions, that allow teachers the opportunity to assess students' reading comprehension of the text. Fluency Passage Packs also include: Dimensions of Fluent Reading Rubric, Fluent Reading Student Checklist, and National Oral Reading Fluency Norms, which are all available on the PowerUp Resources Hub. Each passage has a corresponding word analysis skill. For example, "Vampire" corresponds with the Consonant -le Syllable lesson. Additionally, each fluency passage has associated comprehension questions. The directions for the fluency task within the online program asks students to practice reading fluently to another student or adult in the room. Students record their readings and use the Student Reading Checklist to self-assess. Students are also given opportunities to reflect on their fluency and identify strengths and weaknesses.</p>
<p>Non-negotiable 3. USABILITY AND SUPPORT: Materials provide guidance and support for program implementation. Materials</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 the recommended</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>include a high level of student and teacher interaction.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>intensity, intervention group size, and time requirements. Implementation guidance is found in the Guides & Manuals tab, under the Getting Started with PowerUp section, and by selecting the Weekly Usage Recommendations link. Usage recommendations follow the Blended Learning Model. Materials explain that “The goal is for students to work in online activities for 75-135 minutes each week and to complete Lexia Lessons and Lexia Skill Builders as recommended.” Guidance recommends that students in the Foundational Zone work 45 minutes, students in the Intermediate Zone work 35 minutes, and the Advanced Zone work 25 minutes, in the online program weekly. Blended Learning Instructional Materials such as Lexia Lessons and Lexia Skill Builders require 10-20 minutes. Additionally, teacher guidance requires the teacher to spend 5 minutes per class in the Teacher Review of Data in myLexia to identify the students who need more time online, which students need Lexia Lessons, and which students are ready for Lexia Skill Builder practice. Materials clearly communicate that the program can be used during the ELA block, Intervention block, homeroom/study hall, before/after school, and as homework as referenced in the PowerUp Implementation Model. The PowerUp Implementation Model explains</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>that the program is flexible and based on classroom structure. The program can be implemented during group rotation, flipped classroom model, or can be used during flex time. The PowerUp Implementation Model suggested timing is shared based on the deficit and student need. Instructional minutes are based on students' level. For example, 135 minutes per week of online instruction for students 3 or more grade levels below, 105 minutes per week for students 1-2 grade levels below, and students one grade level below or on level is 75 minutes per week. For teacher-led instruction and skill practice application, 30 minutes to 30+ minutes were suggested timing for students. Group size and teacher-led instruction is determined by the skills deficits of the classroom.</p>
	<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>	<p>Yes</p>	<p>Materials support a high level of student and teacher interaction. Lessons include explicit, direct, instruction including visuals that are reproducible. Students engage in supported guided practice in speaking and in writing skills with the teacher. During the fluency section of the lesson, the teacher models fluent reading and then provides feedback on student oral reading fluency through more student practice. During the check for understanding section of the lesson, the teacher and students engage in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>discussion about the text, answer questions, and students receive corrective or confirmatory feedback. The PowerUp Lexia Lesson overview resources include reproducibles, lesson plans, an explanation of the skill, student-centered practice, and slide decks that are available to teach lessons in whole and small groups are located within the Resources Hub under Support for Instruction. The PowerUp Lexia Lesson overview references that one-to-one lessons are necessary in addition to the online learning platform to reinforce and extend the student learning and provide additional targeted face-to-face instruction. Lessons are flagged for students who need additional support requiring more one-on-one instruction. Students engage with the online program through skills progression, which is based on student mastery of a skill. If a skill needs to be repeated or reviewed, the program provides that data to the teacher. Once a targeted deficit is identified, one-to-one interventions are scheduled.</p>
SECTION II: ADDITIONAL CRITERION OF SUPERIOR QUALITY			
4. ADDITIONAL CRITERION OF SUPERIOR QUALITY	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.	Yes	Materials include a wide variety of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band. In the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<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>Comprehension strand students engage with literary and informational texts which offer a wide variety of genres and themes. For example, Comprehension, Intermediate, Level 9, Expectation offers a lesson that focuses on sensory language. In the lesson, students “Explore sensory language in narrative text and poetry.” Students read <i>Churros and Hot Chocolate</i> and <i>Heat Wave</i>. After reading students express their understanding by responding to text-dependent questions. In Intermediate, Level 12, Resilience, students read and analyze the structure of the informational texts, <i>The Man Who Couldn't Remember</i> and <i>Day of Terror</i>, to explain the cause and effect structure. In Advanced, Level 14, Loyalty, students read <i>The Outsiders</i>, to analyze internal and external conflict in the narrative text and respond to text-dependent questions. In Level 15, Perseverance, students read the following primary sources: Letters from the Battlefront: The Civil War and Letters from the Battlefront: World War II. Students compare and contrast the key ideas and details of the texts. Additional examples of text types include historical accounts; expository Science texts; folktales, legends, and fables from world cultures; myths; realistic fiction; poetry; dramas; authentic reading material such as letters to the editor, book reviews, and movie</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>reviews.</p> <p>Materials provide a variety of multimodal/multisensory resources and/or techniques that enhance student engagement and learning. The PowerUp Teacher’s Manual describes the resources and techniques used for student engagement and learning in the Student Experience section of the manual. Students can use features such as Listen Mode, Grammar Glossary, Streaks, and videos. Listen Mode provides students the opportunity to “click on the text and have it read to them.” Listen Mode is available for select Grammar tasks and available during skill/ strategy modeling and direct instruction for Comprehension. Grammar Glossary is a tool used for highlighting activities in the Grammar strand. Students click the blue word above the part of speech in the highlight window to hear the definition or a clarity statement. Streaks are calculated and shields are earned as students answer five consecutive questions correctly. Students add to their streak record with each correct answer. Teachers track students who have streaks that are low, indicating that students are making frequent errors and in need of more support, and who have streaks that are high, which indicates students are making good progress. Materials also include</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>videos. Students encounter three types of videos in the program. Introduction videos introduce the concepts students learn in the upcoming activities and units, instructional videos provide instruction on skills and strategies, and videos in the Comprehension Strand provide background information related to texts students will read. Teacher-led lessons are systemically created to provide engaging interactions and different modalities of learning for students. In these lessons, students use manipulatives and tactile responses. In Word Study, Foundation, Level 1, Confusable Consonants (t/d), students are guided through the process of touching their throat to determine if their voice box is on or off. Students are also provided with a guiding anchor chart. In Picture Phrase, Match 1, students match pictures with phrases. In the Word Study Lesson, Level 10. Morphology: endings 1: -tion, -sion; the lesson uses an anchor chart to provide visual learning. Students then practice the learning in a whole group or small group sorting endings based on the sounds.</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 their progress toward proficiency and/or understanding. Materials include multiple modes and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>opportunities for teachers to deliver student feedback as well as opportunities for students to track their own progress. Suggestions for student feedback opportunities include: holding a mini-conference with students and using the Scope and Sequence to review the skills they have accomplished, using the Student Overview Report to conference with students to review progress, and Teacher-Student Goal-Setting meeting, where students complete a self-reflection prior to the meeting and share their thoughts as a way to begin the conversation. The teacher then collaboratively works with the student to create attainable goals related to their growth and progress in the program. Fluency Packs provide opportunities for teachers to assess and give student feedback based on fluency progress. The materials include a checklist for students to reflect on their fluency, self-assess, and set goals to improve based on the checklist. While teachers monitor, and give corrective or confirmatory feedback. The online platform also provides opportunities for students to track their own progress. Students set personal goals using the Timing Tiles and Streaks. Timing Tiles allow students the opportunity to view the time that they have remaining for each strand and Streaks inform students of the number of answers that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>are correct throughout the lesson. The PowerUp Teacher manual provides tips for teachers to increase student self-assessment and feedback opportunities. Students set personal goals using the Your Progress Tile. The teacher uses the Scope and Sequence to conference with students about their progress and next steps, and the teacher posts a leaderboard of Streaks. The PowerUp program Resources Hub provides access to a student goal-setting worksheet for conferencing with students and students to reflect on short-term and long-term goals. Additionally, a Student Progress Tracking sheet is available for students to reflect on their own learning and progress.</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. The PowerUp online program provides teacher access to the materials resource hub which includes: lessons, fluency passages, comprehension texts, goal-setting worksheets, slide decks, and reproducible handouts. Once in the platform, teachers can access all instructional materials by selecting the labeled tabs in the middle of the home screen. Instructional teacher resources are located within the: Support For Instruction, Classroom Resources, Student Achievement, and the Guides & Manuals tabs. The Support For Instruction</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>tab houses anchor charts, comprehension passages, writing prompts, phonics resources, fluency resources, slide decks, skill-building lessons, checklists, and rubrics. The Classroom Resources tab houses instructional overviews, content area connections, planning tools, and PowerUp videos. The Student Achievement tab houses achievement awards for every strand and level, goal-setting materials, and the Student Progress Tracking Chart. The Guides & Manuals tab houses implementation guides, manuals, teacher instructional videos, and technical information about the platform. All tabs and resources within the tabs are easily accessible.</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 available within materials.</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 Word Study strand provides explicit vocabulary instruction and practice of word-learning strategies. Students who enter the program at the Foundational Level of Word Study, Levels 1-6 of the program, segment and blend syllables, manipulate phonemes, blend phonemes into words, and begin to demonstrate understanding of written phrases and spoken sentences. For example, in Level 2, Activity 1, Syllables, Letter Patterns & Sounds 1,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students strengthen their understanding of syllables, phonemes, and letter-sound correspondences. In this lesson students segment and blend syllables and phonemes, identify and differentiate short vowel sounds, and complete words with missing initial vowels or consonant blends. Students in the Intermediate Level begin identifying and differentiating closed, silent e, and consonant-le syllables, demonstrating understanding of VC Cle syllable division, identifying and differentiating vowel teams, and demonstrating word-level comprehension. In Level 9, Prefixes, Suffixes, and Base Words, students work with Morphology Suffixes: -er, -est, -ish, -en. Students complete Word Meaning exercises in Word Study Level 14, as they work with Greek stems such as micro, hyper, and techn(o). The focus of this activity is for students to build knowledge of the meanings of Greek combining forms and to reinforce morphological word analysis strategies by identifying and differentiating Greek combining forms: arch, astro, biblio, path, phon(e), phys, sphere, tele, demonstrate word-level comprehension by identifying words based on definition, and demonstrate reading fluency and comprehension by completing cloze passages. Additionally, each Comprehension Lesson provides explicit vocabulary instruction prior to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>reading the texts. In Level 14, Tone and Mood 2, academic vocabulary is introduced and explicitly taught through the individual software lessons. Students then apply newly acquired vocabulary knowledge within practice by identifying it within a text. In the PowerUp online platform, students are exposed to vocabulary that is highlighted within the text. When students click on the highlighted words, the words are defined.</p>
	<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. The Comprehension Strand allows students the opportunity to read and express their understanding both orally and written expression. In the strand, “Students work with literary and informational texts of increasing complexity while learning new vocabulary and skills and strategies that help them analyze texts for deep meaning and understanding.” The materials offer three options for determining Comprehension placement within the program: complete the RAPID assessment prior to starting PowerUp and the outcome is used to place students into the Comprehension strand, complete the adaptive built-in Comprehension placement by working through 1, 2, or 3 passages depending on the student’s performance, or manual placement by an</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>educator via myLexia. Once placement is determined, students complete Comprehension Lessons within the Comprehension Strand. In Comprehension, Level 8, Making Inferences, students use instructional vocabulary cards, crossword puzzles, and skill application worksheets in addition to working on the online platform. Materials also include Comprehension slide decks that correspond with each lesson. Comprehension Levels 7-15 focus on inferencing skills. The slide deck, Making Inferences, allows both teachers and students the opportunity to view slides that outline and further explain the steps needed to strengthen inference-making skills. Comprehension Lessons provide an opportunity for students to read a text and re-read for different meanings. In Comprehension, Level 14, Theme, students use instructional picture cards, review the elements of the cards with texts, identify elements of the story in the Skill Focus, and identify story elements in <i>The Crooked Tree</i>. There is also a <i>Crooked Tree</i> fluency that can be used in conjunction with Level 14. Students are flagged for a Lexia Lesson in the Comprehension strand if they score below 75% on the check units during an activity. The check units are labeled "CHECK" in the Student Detailed Skills Report in myLexia. The Lexia Lesson is</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			shown on the Need Instruction tab in myLexia until the student completes the activity.

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
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/cannot) 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. There are multiple opportunities and practice for students to master high-frequency words

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>both in and out of context based on student need. Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words, while including varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity.</p>
	3. Usability and Support	Yes	<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 and support a high level of student and teacher interaction.</p>
II. Additional Criterion of Superior Quality	4. Additional Indicators of Superior Quality	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. Materials provide a variety of multimodal/multisensory resources and/or techniques that enhance student engagement and learning, and 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.
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 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-8.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.